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ABSTRACT

Collecting information from sources including periodicals, regulations, and California school district documents, this guide offers a variety of suggestions for establishing strong management teams. After a brief account of the evolution of the management team in California, an essay underscoring the importance of commitment for effective management teams and regulations defining and regulating the management team are reprinted. Some recommendations made for leadership teams and reapplied to the management teams which replace them precede outlines of management team organization in eight districts. The next section incorporates articles proposing methods of enhancing trust, confidence, working relationships, and two-way communication. The characteristics of the effective group are defined and management meeting guidelines provided. Several districts and organizations offer aids for improving decision-making skills. Self-assessment techniques, sample evaluation policies for members of management teams, and materials on inservice management development are offered. A clarification of the distinction between the management team and the local management association precedes a discussion of school management teams. Management team compensation policies are reviewed. A description of available Association of California School Administrators services includes a short bibliography. Alternative district personnel policies for management teams are presented and some districts with separate policies for confidential employees listed. (MJL)

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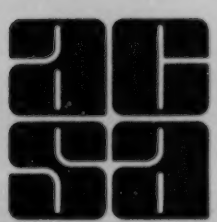
A Digest of Ideas for Implementing The Management Team:

or

How We All Have Our Say If Not Always Our Way



Association Of California School Administrators
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INTRODUCTION

ACSA President Ron Stewart designated 1979-80 as the Year of the Management Team. In October, 1979, he issued a Special Report, Vol. 9, No. 1, which listed thirteen specific activities that he wanted achieved during the year. Compilation of this digest of ideas to implement the management team is the accomplishment of one of those activities.

Sincere appreciation is expressed to the personnel in innumerable school districts who are working diligently and effectively to implement the management team. The undersigned reviewed materials from over fifty school districts in compiling this digest. Because of space limitations, it was impossible to include all of the excellent material from all of those districts, and so we attempted to include those which were representative of a variety of good and divergent ideas.

Sincere appreciation is also extended to those people who developed the materials which have been included.

As you review these materials, we believe you will agree with us that there is significant growth and, in fact, a ground swell of activity by thousands of management personnel to implement effective management teams and improve the operation of school districts throughout the state.

As we are all aware, there is no one form of organizational structure or operational procedures that will fit the needs of the one thousand-plus school districts in California. Please examine these materials and adapt them as necessary to fit the needs in your situation.

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A BRIEF HISTORY OF THE EVOLUTION OF THE MANAGEMENT TEAM

From the inception of the Winton Act through the enactment of the Rodda Act there has been a decided change in the relationships of the academic community and the support staff of the public schools in California to the governing boards of school districts.

The Winton Act provided a formal relationship between the School Board and its certificated employees. The act enabled the professional staff to meet and confer with their employees regarding their working conditions, but its implementation proved to have little or no restrictions on the scope of what issues and items were subject to the meet and confer process. In addition it was found that the process caused much confusion among those who served in a supervisory capacity and those they supervised. At times there proved to be a conflict of interest among the academic community which ultimately resulted in the passage of the Dent Act, which for all practical purposes singled out the employees whom the School Board deemed to be management. Thereafter non-management personnel through a council arrangement "met and conferred" with the employer or designee on matters related to their working conditions. This body did not represent management personnel although the Dent Act provided management personnel the right to form their own council for the purpose of meeting and conferring with the employer or designee.

At this juncture the concept of the "Leadership Team" was brought into play. ACSA promoted this concept and urged its membership to avoid forming a Management Employee Council which could result in an adversary relationship with the employer. The team approach was stressed and a number of school districts provided the leadership in developing an effective leadership team which embodied the principles of participative management which is a keystone to its success. (See following article reprinted from the Alabama Elementary School Administrators for a national perspective.)

With the advent of the Rodda Act which brought full-scale collective bargaining to the California public school systems it became imperative that, if the school districts were to remain stable, they needed a strong, effective management team. Unlike the model under the Winton/Dent Act, the management team designated by the Governing Board included both certificated and classified management personnel as well as confidential employees.

Hopefully this notebook will provide its readers an update on a variety of ways and means to firmly establish a strong, workable management team that will insure school districts effective group as well as individual leadership which will provide stability in the schools of California.

The elementary school administrator holds one of the most important leadership positions in American Society

THE ALABAMA ELEMENTARY SCHOOL ADMINISTRATOR

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The Management Team: A Structure Or A Commitment?

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Bureau of Educational Services and
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The concept of the Management Team is one of the most widely endorsed concepts in school administration today. Most school administrators and many school board members have at least a vague idea of what they conceive as a management team, and many school administrators readily agree that a team approach in the management of schools is desirable. Since 1973 all of the major national professional educational organizations serving elementary and secondary school administrators, instructional leaders, and board members have adopted resolutions or platform statements supporting the formation of management teams in local school districts.

The resolutions and platform statements adopted by several national organizations supporting the concept of the management team provide insight not only into how the concept is perceived by each of the national organizations but also into how each organization views the implementation of the concept. In a resolution adopted by the Delegate Assembly of the American Association of School Administrators on February 28, 1977, the association recommended that superintendents take the initiative in working with administrative staffs as teams; that administrative teams be established in each school district; that these teams represent every category of administrator and supervisor; and that there be a carefully designed structure in which the rights and responsibilities of each party are articulated and guaranteed and in which each party contributes to decisions on real issues, sharing information and planning together.[1]

The National Association of Secondary School Principals on February 5, 1973 adopted a resolution supporting the further development of the administrative team concept and encouraging "the several states and regions to adapt and implement cooperative structures which give promise of strengthening the secondary schools of the nation."[2]

The 1975 platform of the National Association of Elementary School Principals contained the following statement on the administrative team:

> "Each community has a right to demand quality leadership from the total administrative staff. The administrative team concept is a promising approach for providing this leadership . . . "[3]

The Delegate Assembly of the National School Boards Association, convening in Houston in March, 1977, adopted resolutions specifically supporting the creation of an "administrative team in each school system" that would include "all supervisory, confidential, and managerial employees." The resolution further provided that this team, under the leadership of the superintendent, would "have an opportunity to initiate, review, and recommend policies to the school board, thus helping assure sound administration of the school system." It also recommended that local school boards should: (a) "include their personnel in the over-all planning process"; and (b) "set up satisfactory procedures for communication with all personnel" in establishing "general policies relating to the operation of schools, handling of personnel problems, and the general welfare of all personnel."[4]

As the concept of the management team has received increased attention among school administrators in recent years, major emphasis has been given to the need for establishing appropriate organizational structures through which the team approach to management can be implemented. For example, two of the previously mentioned resolutions adopted by national professional educational organizations serving administrators include statements which suggest that structure is a key element in implementing the management team concept.

The importance of having within a school system some kind of structure or organization for implementing the team approach to management cannot be denied or minimized. However, structures or organizational plans for a management team do no more to assure the effective implementation of the team approach in school management than do formations or game plans to assure teamwork among the members of an athletic team. More important than the structure, formation, or organizational plan of the school district's management team are the commitments of team members, parti-

[1]American Association of School Administrators. "1977 Platform and Resolutions of the American Association of School Administrators." Arlington, Va.: AASA, 1977. p. 17.

[2]National Association of Secondary School Principals, "Resolutions for the Consideration of NASSP Members at the 1973 Convention." Reston, Va.: NASSP, 1973.

[3]National Association of Elementary School Principals. "NAESP Platform." Arlington, Va.: NAESP, 1975, p. 6.

[4]Cawelti, Gordon. Focus: Administrative Team. *Educational Leaders Consortium*, 1978, Vol. 1. No. 1, p. 7.

(Continued on Page 3)

DR. STEGALL ARTICLE
(Continued From Page 1)

cularly the superintendent and board members, to both the spirit and purposes of team management. The absence of such commitments among many top level administrators today may indeed be the reason that many school leaders, particularly principals, do not feel that they really belong to the management team.

It is unlikely that superintendents and board members will have firm commitments to the management team concept unless they accept certain basic beliefs about people. These beliefs or assumptions which underlie the management team concept are essential to establishing the social and psychological climate of the team, which will undergrid its success or failure.

One of the most important beliefs or assumptions about people which underlies the management team concept is that the people within an organization have the ability to identify the organization's major problems and needs and to accept some responsibility for the direction of the organization. This belief seems especially valid in school systems where most members of the organization have received professional training for their work. If educational leaders accept this belief and demonstrate their acceptance of it, not only will the decisions made by educational leaders likely be the best decisions, but also all members of the management team will become more self-directing and will develop a greater sense of responsibilty for the full consequences of the decisions.

Another basic belief about people which underlies the management team concept is that involvement is essential to understanding and acceptance of educational decisions. Most policies adopted by school boards and many of the major administrative decisions which must be made by superintendents have to be implemented by school principals. Most board policies and major administrative decisions cannot be successfully implemented in a school system unless they are understood and accepted by most of the educational leaders in the system.

A third basic belief which underlies the management team concept is that leadership is a product of the interaction among individuals in a group, rather than a product of the status or position of individuals. Being a superintendent or a school board member does not insure that an individual is most qualified to provide leadership in every area of the school district's operations. All normal individuals possess some leadership qualities, and certainly all persons who have been appointed to leadership positions in school systems have some leadership abilities. The succesful implementation of the management team concept requires that the status leaders at the highest level, the school board members and the superintendent, make the necessary provisions to secure the best thinking, and indeed the leaderhip, of other educational leaders in the school district. Making provisions to secure the best thinking and the leadership of other leaders in a school system neither diminishes the authority nor lessens the responsibility of those who hold positions in which authority for certain decisions is vested. Final authority for the adoption of policies in a school system rests with the board of education, while ultimate authority to make the many administrative decisions required in administering the school system lies with the superintendent. However, both the board of education and the superintendent can benefit from providing other school leaders in the system opportunities to assist in developing policies and to have a voice in reaching major administrative decisions. The management team concept cannot be implemented successfully unless there is a firm commitment by the school board and superintendent to provide such opportunities and to consider the opinions and concerns of all of the system's educational leaders, regardless of the structure or organization of the management team.

*Dr. Stegall is a former superintendent of Tuscaloosa City Schools and a long time supporter of our Association. His article addresses a topic of vital interest to our membership. Responses to our 1978 Attitudinal Survey indicate a great deal of ambivalence among our members relative to the development and meaningful implementation of the management team concept.

MANAGEMENT TEAM

Definitions (Ed Code Section 3540.1)

(c) "Confidential employee" means any employee who, in the regular course of his duties, has access to, or possesses information relating to, his employer's employer-employee relations.

(g) "Management employee" means any employee in a position having significant responsibilities for formulating district policies or administering district programs. Management positions shall be designated by the public school employer subject to review by the Educational Employment Relations Board.

Legal Authority (Ed Code Section 3543.4)

No person serving in a management position or a confidential position shall be represented by an exclusive representative. Any person serving in such a position shall have the right to represent himself individually or by an employee organization whose membership is composed entirely of employees designated as holding such positions in his employment relationship with the public school employee, but, in no case, shall such an organization meet and negotiate with the public school employer. No representative shall be permitted by a public school employer to meet and negotiate on any benefit or compensation paid to persons serving in a management position or a confidential position.

SOME PRINCIPLES OR CONCEPTS DEVELOPED BY ACSA FOR THE LEADERSHIP TEAM FOR IMPLEMENTATION OF THE DENT BILL, WHICH ARE STILL APPLICABLE FOR THE MANAGEMENT TEAM: (These were published in ACSA Operations Notebook #10 in March, 1974.)

The leadership team will function more successfully if certain basic concepts and principles are implemented.

1. The leadership team, key to a successful school district administrative organization, is composed of three parts: a) the board of education; b) the superintendent; c) all administrative and support personnel. It must include all non-teaching staff who must be counted on by the board and superintendents in case of such emergencies as strikes.

2. Because of mutual obligations among the three parts of the team, the leadership team concept requires a change in attitude for all three groups -- yours as well as the others.

3. The leadership team concept provides for a constant and continuing relationship; it cannot be turned on and off at the whim of any segment of the team.

4. Working relationships should be consistent with professional standards as set forth by the professional associations.

5. To be successful, relationships must be humanistic; every courtesy desired from the persons above should be granted to those below.

6. There is a need to respect the competencies of others and to appreciate their problems and constraints. Tolerance for diversity of opinion and different operating techniques must be developed.

7. There should be frequent communications, both formal and informal, among the three parts of the team.

8. All parts of the leadership team must participate in the decision making process.

9. No policy should be adopted until all people affected by it have had an opportunity for input, either directly or through their representatives.

10. Everyone must feel that his contribution has been: a) heard; b) considered; and c) incorporated, if possible; if the incorporation is not possible, the individual should be informed why it is not possible.

11. Districts need to establish an organization and operational process to provide input; such organization must ensure representation from all of the various levels of the leadership team.

As a cautionary note, establishing the management and leadership team must:

1. Be consistent with the management philosophy of the Superintendent and Board

2. Be fully communicated to prospective and actual members in terms of purpose and procedure

3. Be consistent with role expectation for team members

4. Reflect trends in law and practice such as collective bargaining legislation

5. Reflect the best thinking and practice among our colleagues.

THE NEXT SECTION HAS A NUMBER OF EXAMPLES OF HOW DIFFERENT DISTRICTS ARE ORGANIZING MANAGEMENT/LEADERSHIP TEAMS.....

ORGANIZATION OF THE MANAGEMENT TEAM

Livermore Valley Joint Unified School District

Philosophy and Rationale

The school district's goal is to provide quality education for all children. A management system is employed as the vehicle through which the board of education seeks to achieve this goal.

The heart of the management system is the Management Team -- an organized group of certificated and classified administrators of the educational program and its support services.

Built on mutual respect and trust, the effective management team utilizes the democratic process in emphasizing shared responsibility and authority. The focus is upon clear lines of communication for the identification and solution of problems, for recommending and implementing board of education policies, for involving those affected by decisions in the decision making process, and for utilizing the collective strengths and talents of the management staff.

It is recognized that the effective management team is a group of unique individuals with differing management styles who serve in a variety of capacities under different circumstances. To fulfill its responsibilities, the management team must receive the authority, support, and freedom to implement policies and programs understanding that responsibility is also accompanied by accountability.

Management Team Goals

The goals of the management team shall be:

1. To develop a strong working relationship among the members of the team for effective communication, decision making, and problem solving.

2. To build confidence and trust among the team members.

3. To work with the board of education in the implementation of policies and programs, and to make recommendations to the board on all policies affecting the operation of the district.

4. To coordinate and utilize the skills and talents of the team members in support of the educative process.

5. To establish a management process for the efficient operation of the management team.

6. To promote the professional development and improvement of the team members.

7. To provide a forum for continuous planning and evaluation for change and improvement.

Purpose

The governing board recognizes the importance of establishing a management system for the purpose of fulfilling its legal responsibility for the management of public education. The specific purposes of the management system are:

1. To maintain a strong administration in order to provide quality educational programs in the district.

2. To provide for strong communications, decision making, conflict resolution, and other processes among all district employees.

While the management system places emphasis upon shared responsibility and authority, nothing herein is intended to limit the responsibility and authority of the governing board and/or the superintendent to ultimately make decisions as prescribed by law.

Definitions

Management System - A means whereby educational policies and administrative procedures that define the district's programs and administrative operations are arrived at by shared responsibility and authority.

Management Team - A group of individuals composed of the district governing board, superintendent, and administrative and support personnel who have significant responsibilities for formulating district policies or administering district programs and in addition:

1. Employ, promote, transfer, suspend, discharge, and evaluate employees, or

2. Adjudicate grievances, or

3. Direct and supervise other employees, or

4. Effectively recommend all of the above actions.

Management Team Functions

The functions of the district's management team are:

1. To be involved in developing policies of the school district by:

a) Providing open and frequent communication among components of the team.
b) Applying all available knowledge to the improvement of district services.
c) Evaluating proposals made by other employees and making recommendations on the district's response.
d) Providing input into all policy development related to the educational goals, objectives, and operation of the district.

2. To provide a means whereby economic and welfare concerns of management employees can be addressed.

3. To make recommendations to the superintendent regarding solutions to district problems by:

a) Identifying problems.
b) Ordering problems into priorities.
c) Developing problem solutions.
d) Recommending solutions to the superintendent for action.

Composition of Management Team

The team will consist of:

Superintendent
Assistant Superintendent, Educational Services
Assistant Superintendent, Business Services
Director of Personnel
Director of Education
Director of Pupil Services
High School Principals
Intermediate School Principals
Elementary School Principals
Coordinator of Special Education
Coordinator of Career/Vocational Education
Coordinator of Instructional Materials Center
Coordinator of Music
Adult Education Principal
High School Deans
Director of Facilities Management
Food Services Director
Transportation Director
Maintenance and Operations Director
Purchasing Director
Director of Fiscal Services
Data Processing Director
Chief Accountant

Structure and Operation of the Management Team

1. The management team shall address itself:

a) To concerns identified by any member or members of the management team, and will include but not be limited to:

1) The district budget
2) The district curriculum
3) Personnel management
4) Welfare of management employees
5) Problems identified by the management team

2. The management team shall meet regularly once a month from 3:30 - 5:00 PM.

3. There shall be a management team steering committee established for the purpose of setting the agenda for the monthly meetings.

4. The management team meeting shall be chaired by the superintendent or his designee.

5. There shall be a recorder whose responsibility shall be to record the actions of the management team.

6. The major work of the management team shall be through task groups appointed by the superintendent. Interest and expertise shall be the major criteria for appointment to a task group.

7. Actions of all members of the management team shall be consistent with professional and ethical standards as adopted by the professional associations.

DECISION MAKING

It is important that at all levels of the management team, whenever possible, those affected by a decision have the opportunity to be involved in the decision.

Managers will differ in their approaches to decision making; however, all managers will involve staff, parents and, when appropriate, students in the process. Through the leadership of the management team, managers will implement their decision making by use of such instruments as:

1. Decision Analysis Chart for Superintendent/Board,

2. Decision Analysis Chart for School Principals, and

3. School Decision Making Chart.

These three instruments will help clarify decisions to be made at the district and school levels as well as within the schools. Techniques which might be used by individual program managers for effective decision making are the Delphi Process, Force-Field Analysis, School Climate Inventories, and various prioritizing methods.

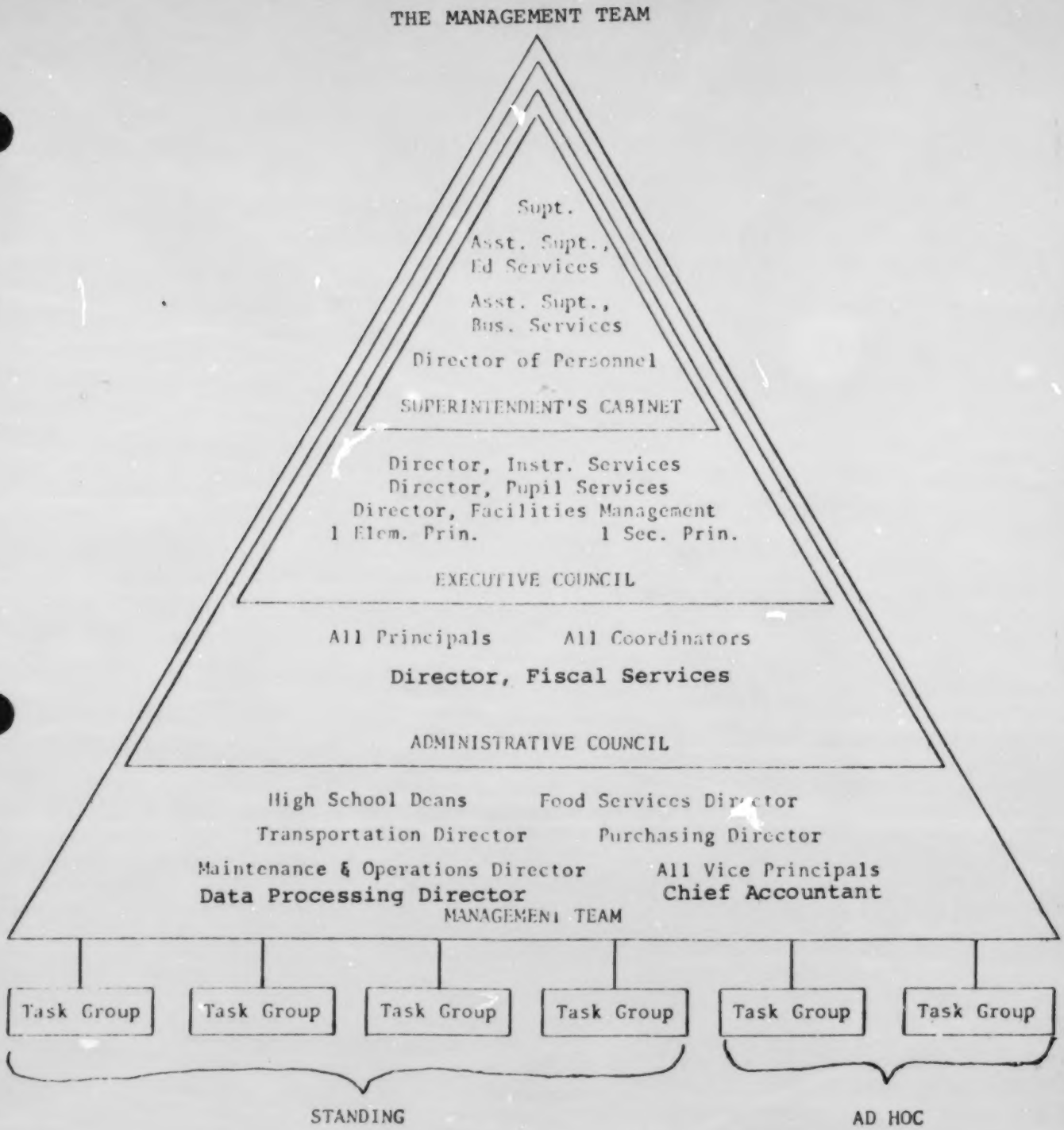

THE MANAGEMENT TEAM
Supt.
Asst. Supt., Ed Services
Asst. Supt., Bus. Services
Director of Personnel
SUPERINTENDENT'S CABINET
Director, Instr. Services
Director, Pupil Services
Director, Facilities Management
1 Elem. Prin.
1 Sec. Prin.
EXECUTIVE COUNCIL
All Principals
All Coordinators
Director, Fiscal Services
ADMINISTRATIVE COUNCIL
High School Deans
Food Services Director
Transportation Director
Purchasing Director
Maintenance & Operations Director
All Vice Principals
Data Processing Director
Chief Accountant
MANAGEMENT TEAM
Task Group
Task Group
Task Group
Task Group
Task Group
Task Group
STANDING
AD HOC

FIGURE 1

BOARD POLICY

Anaheim City School District

Management Team

The Board of Education recognizes the importance of a Management Team for the purpose of fulfilling its legal responsibility for the management of the elementary schools in this community. However, nothing in this policy intends to limit the responsibility and authority of the Board of Education to make decisions as prescribed by law.

Goals

1. To strengthen the administration and educational programs of the District

2. To improve communications, decision making, conflict resolution, and other relationships among members of the team.

Objectives

1. To make recommendations to the Board of Education on all policies which directly affect the operation of the District.

2. To provide open communication among members of the team.

3. To apply all available knowledge for the improvement of District services.

4. To evaluate proposals made by other employees.

5. To provide information and suggestions related to educational goals and objectives of the District.

Composition

The Management Team is composed of the Board of Education, Superintendent and other management and support personnel who have significant responsibilities for formulating District policies or administering District programs as described in Program Goals and Objectives, and who recommend employment, promotion, transfer, disciplinary action, adjudicate grievances, or direct or assign work to other employees.

Management employees of the Anaheim City School District shall be those with the following titles: Superintendent,

Deputy Superintendent, Assistant Superintendent, Administrator, Coordinator, School Principal, Consultant, Program Psychologist, ITV Chief Engineer, Maintenance Foreman, Transportation Foreman, Custodial Foreman, Gardening Foreman.

Implementation

In order for this policy to achieve its objectives, the Superintendent shall prepare administrative regulations for the operation of the Management Team. Such regulations shall provide for monthly meetings which will include representatives of all management personnel.

1.0 Administrative Regulations Ref. 2132

1.1 The Management Council shall be the vehicle through which the goals and objectives of the Management Team are achieved.

1.2 Membership

1.2.1 The Superintendent, Deputy Superintendent, Assistant Superintendents, Coordinator, Chairmen of Standing Committees and one Classified Manager.

1.2.1.1 Standing Committees shall be Personnel, Budget, Instruction and Student Affairs, and Building and Grounds Operation.

1.2.1.1.1 Standing Committee membership shall be:

Personnel

Three Principals
Assistant Superintendent - Personnel
Transportation Foreman
One Program Psychologist

Budget

Three Principals
Assistant Superintendent - Business
Administrator, Special Programs
One Program Assistant

--- continued

Instruction and Student Affairs

Three Principals
Deputy Superintendent - Education
Coordinator
One Program Assistant

Building and Grounds Operation

Three Principals
Assistant Superintendent - Business
Custodial Foreman
Maintenance Foreman

1.2.1.1.2 Chairman of each Standing Committee shall be a building principal selected by the Superintendent.

1.3 The Standing Committee and Management Council shall meet regularly once each month and at such other times as may be requested by one of its members or the Superintendent.

The Superintendent will serve as Chairman of the Management Council and present recommendations of the Council to the Board of Education. He may, or may not, endorse these recommendations. If the recommendations are not endorsed, the reasons for not doing so will be presented.

2.0 Calendar

2.1 The regular monthly meeting of all Standing Committees shall be the third Monday of each month. An agenda item request will be sent by the Superintendent to all members of the Management Team seven calendar days prior to the regular Standing Committee meeting. Management Team members will forward their agenda item requests to the appropriate Standing Committee chairman.

2.2 The regular monthly meeting of the Management Council will be the second Monday of each month. The chairmen of the Standing Committees will send agenda items to the Superintendent seven calendar days prior to the Management Council meeting.

3.0 Minutes of the Management Council will be distributed to all members of the Management Team.

San Jacinto Unified School District

The District Leadership Team

1. General Statement

The Governing Board recognizes the importance of establishing a Leadership Team System for the purpose of fulfilling its legal responsibility for the management of public education. The specific purposes of the Leadership Team System are: a) to strengthen the administration, service and educational programs of the district, b) to establish and improve communications, decision making, conflict resolution, and other relationships among the members of the Team.

While the Leadership Team System places emphasis upon shared responsibility and authority, nothing in this policy intends to limit the responsibility and authority of the Governing Board ultimately to make decisions as prescribed by law.

2. Definitions

For the purposes of this policy the terms herein shall have the following definitions:

Leadership Team System is a means whereby policies and administrative procedures that define the district's programs and administrative operations are arrived at by shared responsibility and authority.

Leadership Team is a group of individuals composed of the district Governing Board, superintendent, and administrative, supervisory and support personnel who have significant responsibilities for formulating district policies or administering district programs, and in addition employ, promote, direct, supervise, transfer, suspend, discharge and evaluate employees and/or adjudicate grievances.

3. Authority

The objectives of the district's Leadership Team are as follows:

To provide input into all policies which directly affect management and supervisory employees in the management of the school district.

a) To provide open and frequent communication among components of the Team.
b) To apply all available knowledge to the improvement of district services.
c) To evaluate proposals made by other employees and to make recommendations on the district's response.

d) To provide input into all policy development related to the educational and service goals and objectives of the district.

To provide a means whereby economic and welfare concerns of management and supervisory employees can be addressed. These concerns include, but are not limited to the following:

a) position descriptions
b) evaluation
c) salaries and fringe benefits
d) promotion
e) assignment and transfer

4. Delegation of Responsibility

In order for this policy to achieve its objectives, the superintendent shall prepare administrative regulations or procedures for the operation of the Leadership Team.

Adopted Board of Education
January 6, 1976

REGULATIONS R8050

The District Leadership Team

1. Definition of District Leadership Team

The District Leadership Team shall consist of two management groups: a) The Educational Leadership Team which shall include all school principals, all personnel serving in positions equivalent to assistant principal, Director of Education Services, and others with comparable responsibility and authority; b) The Support Services Leadership Team which shall include the Business Manager, Director of Food Services, Director of Maintenance and Operations, Director of Transportation, and others with comparable responsibility and authority.

2. Functions and Responsibilities

The District Leadership Team shall address itself to appropriate concerns identified by the Superintendent, members of the Team, employee, or Board of Education.

The District Leadership Team shall concern itself with, but not be limited to, the following:

a) Proposed policies and regulations
b) Budget preparation and recommendations
c) District curriculum and programs
d) Department and school organization

e) Management techniques and styles
f) Personnel management

The Educational Leadership Team and the Support Services Leadership Team may be called together by the superintendent to form the District Leadership Team. The frequency of meetings and the agenda will be dependent upon need.

The Educational Leadership Team and the Support Services Leadership Team shall meet as separate entities with the superintendent twice monthly or as needed.

Members of the District Leadership Team shall be responsible for meeting individually with the superintendent twice monthly or as needed.

The District Leadership Team, the Educational Leadership Team, the Support Services Leadership Team and/or individuals shall be on call by the superintendent to meet with the Governing Board or representatives of the Governing Board.

Adopted - Board of Education

POLICY P8055

Participatory Management

1. General Statement

It shall be the intent of the Board of Education to support those efforts that are supportive of Participatory Management.

2. Definition

Participatory Management shall be defined as a style that includes broad participation in the decision-making process involving those who will be directly affected by those decisions.

3. The Process

The superintendent shall be responsible for establishing those regulations necessary for implementing participatory management without the abdication of responsibility and authority of those responsible for making the decisions.

Adopted - Board of Education
January 6, 1976

Participatory Management

1. Characteristics

a) Whenever possible, decisions shall be made at the lowest possible level and as close to the scene of action as possible.

b) Persons in any part and at any level of the organization shall be encouraged to go directly to any other part or person in the organization for information or assistance needed to perform his job. "Going through channels," in the restrictive sense, is applicable only to situations involving directions, approvals or vetoes.

c) Before making a decision which will directly affect an individual, that individual is entitled to be heard as to what he thinks the decision should be and how he perceives the effect of the decision.

d) After a decision is made, an individual is entitled to an explanation of the reasons for the decision.

e) Special interest groups that are organized or that may be organized may be consulted regarding those matters that affect them.

2. Limitations

a) Nothing in the participatory management process shall prevent the person responsible for making a decision from exercising that right.

b) The involvement of others in the decision making process does not imply that decisions will be made by a majority vote, consensus, or by committee. Involvement means allowing for the free flow of information and ideas to the extent that the person responsible for the decision has the best information upon which to make the decision.

c) From time to time, decisions may be made without involvement. When this occurs, decisions shall not become invalid.

d) Once a decision is made, members of the organization shall be expected to be supportive.

3. Consultations

The Superintendent and other administrators in the decision

making process may consult with a number of different groups depending upon the topic and the circumstances. These groups may be formal or informal in organization and consist of, but not be limited to, the following:

a) Superintendent's Advisory Council
b) District Leadership Team
c) Educational Leadership Team
d) Support Services Leadership Team
e) Problem Resolution Council
f) Professional organizations such as those sponsored by CTA and CSEA
g) Committees
h) Parent groups
i) Ad Hoc Committees, parent or employee
j) Student groups
k) Task Forces
l) Informal employee groups

Adopted - Board of Education

RESOLUTION: MANAGEMENT DECISION MAKING

Pajaro Valley Unified School District

WHEREAS, we subscribe to the belief that the best decisions are those made nearest to the situation and by those with the essential information; and

WHEREAS, we believe each manager has the responsibility and authority to make decisions at his/her level of assignment; and

WHEREAS, we support the philosophy that all decisions must be made in consideration of the effect on students, parents, staff and community; and

WHEREAS, we believe those who will be making the final decision shall be identified in advance with the members sharing this knowledge; and

WHEREAS, we recognize that the Board of Trustees has ultimate responsibility over all decisions;

THEREFORE, BE IT RESOLVED that we, the management group of the Pajaro Valley Unified School District, adopt and support the following basic principles of decision making:

"All those at the Management level who will be affected by a decision shall be guaranteed an opportunity to participate in the making of the decision.

"All management have the obligation to accept and implement decisions and must be prepared to commit the time required to be involved in the planning and implementation of the decision.

"Each manager has a right to express concern about not being involved in a decision directly affecting him/her."

RESOLUTION: MANAGEMENT STANDING COMMITTEE STRUCTURE

WHEREAS, we believe the best service is provided to the school and district through interaction between the receiver and the giver; and

WHEREAS, committees provide a broad base for arriving at decisions; and

WHEREAS, committees provide a means for utilizing staff interest and expertise in problem solving,

THEREFORE, BE IT RESOLVED that we, the management group of Pajaro Valley Unified School District, adopt and support the following basic principles for the district's management committee structure:

"The school district will establish standing committees for purposes of collecting data, studying problems, considering policy and procedure, communicating with peers and advising the appropriate unit manager.

"Committee members will represent their peers with individual talent and interest being the first considerations.

"All management has the responsibility for committee participation when their expertise and interest can contribute to the eventual solution of a problem.

"Committee participation for individuals shall be limited to that which is reasonable and equitable.

"Management will establish, reaffirm or discontinue annually the standing committees of the district."

STANDING COMMITTEES: GUIDELINES AND PROCEDURES

Purpose

The purpose of Standing Committees is to advise the unit manager and to provide an opportunity for unit managers to

share problems and ideas with management team members. The committee will represent a broad base of opinion by drawing members from appropriate peer groups from all levels. Recommendations will result from reacting to district concerns, collecting information, establishing committee goals, studying problems and developing options. Individual school/unit problems and concerns are to be communicated directly to the unit manager involved. A suggested committee planning format is attached. They will also develop, revise and recommend policy and administrative procedure to the K-12 management group.

Timeline

A calendar of meetings for the year will be established at the first committee meeting. Calendars will be published and distributed to district managers. Meetings will be scheduled at least once a month.

Membership

Standing committees will consist of representatives from designated levels and divisions and will include the unit managers. Representatives will be chosen by their peer group with member interest and expertise being the main selection criteria. The committee will determine whose terms will be for two years and whose for one year.

Leadership

The chairperson will be selected by committee members and will be someone other than the unit manager.

Communications

The results of each standing committee meeting shall be reported to the District Steering Committee. Steering Committee minutes shall be kept and will be distributed to K-12 managers prior to the monthly K-12 meeting. Committee unit managers and committee chairpersons will report on standing committee progress at each K-12 meeting and receive recommendations and advice from managers.

Steering Committee

A steering committee consisting of the chairperson of each standing committee will meet on the first Monday of each month with the superintendent and cabinet to:

1) Weigh and assign tasks to standing committees,
2) Monitor work of standing committees,
3) Assist superintendent in development of K-12 Council Agenda,
4) Meet monthly with cabinet to assess problems.

Committees - Representation

Committee	Unit Mgr.	High School	Jr.High	Elem.	Support	Total*
Maint.,Opr.Grds.		1	1	2	1	5
Business		1	1	2	1	5
Transportation		1---or----	1	2	1	4
Food Services		1---or----	1	1	0	2
Instruction		1	1	2	3	7
Special Services		1	1	2	0	4
St. & Fed.Projs.		1	1	2	1	5
Classified Pers.		1	1	2	1	5
Certificated Pers.		1	1	2	1	5

(Directors Bowman and Cooper and Superintendent Raynor are ex-officio members of all committees.)

*Any management person not a unit manager (listed) or a high school or junior high administrator.

MANAGEMENT SYSTEM

Redondo Beach City School District

Rationale

Our school system intends to implement a management system that facilitates responsible program innovations and efficiently allocates resources so that there will be measurable improvements in learning and the attitudes of students, parents and staff. Decision making, especially in the area of instruction, needs to be placed as close to the student as possible and provide for two-way initiated action. The management process, to be most effective, must begin with the identification of student needs which must be related to the present and future needs of society.

Management Concepts

Our management system is based on the following concepts:

a) Priority must be given to the needs of the students, rather than to the interests of teachers or administrators.
b) Creativity must be encouraged among all members of the organization and this requires the individual to have the freedom and authority to make decisions.
c) Freedom requires responsibility, and responsibility requires accountability.
d) The freedom to make decisions must be kept within the broad policies established by the Board of Education.

e) There is a need for continuous planning for change to keep pace with the changing needs of society.
f) The district must adopt goals and objectives, but permit and encourage diversity in their achievement.
g) There must be a respect for the competencies of the staff and their ability to identify problems and to solve them.
h) Parents, other members of the community and students must be included by the teachers and administrators in the development, implementation and evaluation of the instructional program.

Management Philosophy

Our management system encompasses the following propositions:

1. Every individual should know what results he/she is accountable for.

2. Every individual should have only one supervisor; there should be many places and persons from which an individual can seek advice, guidance and assistance, but no one other than his/her direct supervisor should normally have the authority to direct, veto or evaluate his/her performance.

3. Channels of communication should be kept as free and open as possible; any person in any part and at any level of the organization should be encouraged to go directly to any other part or person in the organization for information or assistance needed to perform his/her job; "going through channels," in the restrictive sense, is applicable only to situations involving directions, approvals or vetoes.

4. No one should have the authority to direct or veto any decisions or actions where he/she is not accountable for the results. (This principle is applicable to committees as well as individuals.)

5. The organization should avoid imposing uniform rules and regulations designed to protect the organization against "mistakes," because such rules and regulations tend to be designed with the least competent individuals in mind, and uniform application of those rules will tend to force all individuals to perform uniformly at the lowest common level of competence.

6. Every individual in the organization must strive toward absolute integrity in his/her relationships with all others, both within and outside the organization. We must not knowingly or carelessly, by omission or commission, misinform or mislead, withhold information which should be disclosed, or do anything else to cast doubts upon the honesty, integrity or motives of the organization or any of its individual members.

7. Participative management within delegated levels of responsibilities shall be practiced through the organization.

In participative management, a decision should always be made at the lowest possible level and as close to the scene of action as possible. Moreover, a decision should always be made at a level insuring that all activities and objectives affected are fully considered. The first rule tells us how far down a decision should be made. The second, how far down it can be made, as well as which managers must share in the decision-making process and which must be informed of it.

Participative management also means:

* Before making a decision which will directly affect an individual, that individual is entitled to be heard as to what he/she thinks the decision should be and how he/she perceives the effect of the decision, and

* After such a decision is made, that individual is entitled to an explanation of the reasons for the decision.

It should not be confused with various forms of abdicating of responsibility for making decisions -- such as permitting decisions to be made by majority vote, by consensus or by committee. It is necessary that the district seek to clarify the roles of different levels of management in decision making to assure not only that there is participation but that final decisions are made by those with assigned authority and responsibility.

There will be occasions when members of the organization may not participate in the decision-making process. However, once the decision has been made, members of the organization are expected to be supportive.

In order to responsibly implement our management system, we must define and adopt the following:

a) Our institutional management purposes
b) An authority flow chart
c) Define the roles and responsibilities of management personnel
d) Establish a management monitoring system
e) Provide a viable budgeting, accounting and reporting system
f) Annually establish objectives which will be used in the evaluation of all personnel
g) Adopt output descriptions

Institutional Management Purposes

Our institutional management purposes are to manage the district's programs and affairs so that:

* Upon completion of the eighth grade students will have

  -- reached or surpassed the district's achievement standards

  -- been adequately prepared to continue formal education at the high school level

  -- developed positive attitudes toward self, others, school and education;

* The community feels the district is performing satisfactorily;

* The district's employees feel the district is a good place to work;

* The physical assets of the district are adequately maintained; and

* The district's financial condition is kept under control.

Management Team Groups

1. Cabinet - serves as a planning and advisory board to Superintendent.

   a) Meets at request of Superintendent.
   b) Composition
      Superintendent
      Assistant Superintendents
      Two Principals selected

2. Instructional Planning Team - serves as a planning and informative group to Superintendent in area of instruction.

   a) Meets at request of Superintendent,
   b) Composition
      Superintendent
      Assistant Superintendent, Educational Services
      Director of Curriculum Services
      Director of Pupil Personnel Services

3. Management Team - serves as a planning and decision-making group to Superintendent and Board of Education.

a) Meets at least twice each month.
b) Composition
   Superintendent
   Assistant Superintendents
   All classified and certificated Directors
   All Principals
   Director, Children's Centers
   District Librarian

4. Negotiations Team - serves as planning and functional team to Superintendent and Board.

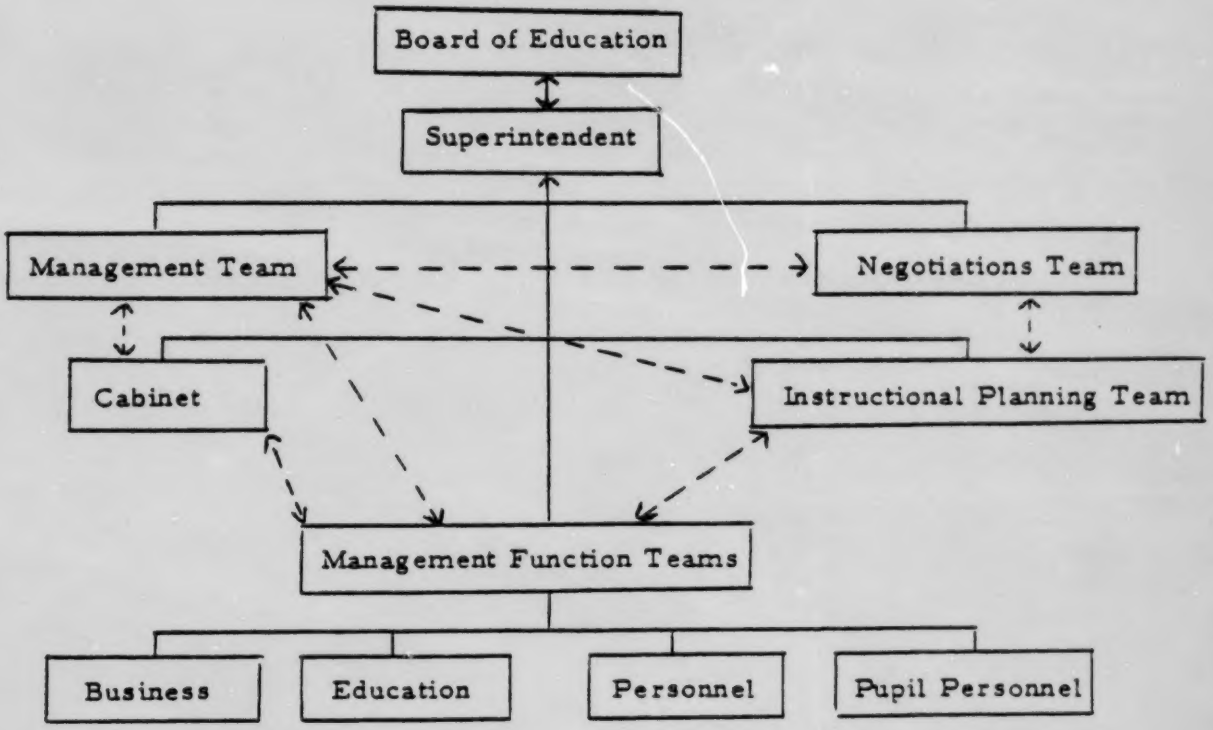
   a) Meets at request of Chairman.
   b) Composition
      Assistant Superintendent, Administrative Services - Chairman
      Professional negotiation consultant
      Directors of M & O and Food Services (for classified unit)
      Two Principals appointed by Superintendent
      Others appointed by Superintendent

5. Management Functions Teams - serves as policy development and resource panel to Assistant Superintendents and/or Directors responsible for these areas.

   a) Meets at request of Assistant Superintendent or Director.
   b) Composition
      Assistant Superintendent or Director responsible for administrative function
      Principals appointed by Superintendent
      Other management team personnel

REDONDO BEACH CITY SCHOOL DISTRICT

DECISION MAKING FLOW CHART



_____ Direct Relationships

----- Advisory Relationships

THE MANAGEMENT TEAM

Ventura Unified School District

Basic Guidelines

The following basic guidelines were used in the development of the management team concept:

1. Board policy was developed to organize and to implement the management team concept.

    a) The management team was identified by the superintendent in cooperation with management team personnel, and this designation was presented to the Board of Education for formal action.
    b) An organizational structure was provided to establish a process for guiding communication, decision making, and other relationships among components of the management and confidential team.
    c) Policies were developed regarding job descriptions, evaluation, salaries, and conflict resolution.

2. All components of the management team must have the opportunity for significant participation in the decision making and policy formulation.

3. No policy should be adopted until those affected by it have had an opportunity for input, either directly or through their chosen representatives.

4. The Board of Education retains the legal authority to adopt policy.

5. After all input has been received and explanations given regarding input not used, the entire management team must comply with the policy or decision made. If an individual or group disagrees with the policy or decision, he or they must work within the system for change, not simply disobey a policy.

Management Team Committee Organization

The superintendent, in conjunction with designated management and confidential personnel, have established the following major management team committees:

District Management Budget Committee
District Management Curriculum Committee
District Management Personnel Committee

Serving as the equivalent of management team committees are the boards of directors of the Ventura Classified Administrators and

the Ventura Administrators Associations. Additional groups, such as elementary principals, secondary principals, special services personnel, confidential employees, or any other self-determined appropriate group may function as a committee.

Duties and Functions

The management team major committees shall have the following duties and responsibilities:

1. To make policy recommendations for the superintendent and Board of Education in the assigned areas of committee responsibility.

2. To develop for superintendent approval and board review administrative regulations and procedures implementing policy positions adopted by the Board.

3. To involve other staff members possessing competency in the area under consideration in the development of district policies and procedures.

4. To be the Board's representative in the administration of district programs.

5. To evaluate demands made by other non-management employees in negotiation with the Board's designated representative and to recommend to the superintendent and Board the District's response to such demands.

6. To perform such other functions as may be designated by the Board with the advice and counsel of the superintendent.

Problem Identification

The management team concept assumes that any component of the management team, confidential employees, members of the classified staff, members of the certificated staff or members of the community may identify a problem.

1. In the case of a district employee, the problem, in written form, is to be delivered to the individual's immediate supervisor.

2. The supervisor shall have the responsibility of referring the problem to the appropriate committee of the management team.

3. The committee to which the problem has been referred shall research the problem to determine the parameters of the problem, gather data, delineate options, and formulate a rough draft or summary of the total process, including the committee's recommendations for disposition of the problem.

4. The study will be presented to the total group affected by the recommendations for the purpose of additions, deletions, and changes.

5. Final draft of the recommended action is to be sent to the proper management component for final decision.

6. If the recommendation is accepted, this fact will be communicated to the originating committee and to the individual or group which identified the problem.

7. If the recommendation is denied, this fact will be communicated to the originating committee, group or individual. There may be cases when the recommendations have not been developed sufficiently and may be referred back to the committee for further study and development.

8. In the event the recommendations are accepted and approved, they will become a part of the operational procedures of the district. The operational procedures will be dated from the date of approval and will serve as the administrative policy for the Ventura Unified School District until it is superseded by some subsequent action.

9. Operational procedures will be kept in a loose leaf binder which will serve as a guideline for district operations.

Management Model for Policy Formulation

To provide each management and confidential employee with the opportunity for significant involvement in policy formulation, a system of interrelated committees is provided. The plan provides flexibility so that new committees made up of management or confidential employees conceiving of themselves as an appropriate group with interests unmet by other available groups may be formed whenever sufficient interest occurs.

The basic concept of the committee structure is that policy proposals will be referred to interested committees and groups before the superintendent and District Management Team make a determination about a recommendation and before the Board of Education acts to adopt a new policy or to rescind or modify an existing policy. A basic principle is that only the Board of Education may establish policy.

The chart next following is a specific illustration of how the interrelationships among committees and groups would function. Note that a policy proposal could originate from any source in the management and confidential organizational structure. However, before adoption as policy, a proposal must first be referred to any other group sufficiently interested to study and make recommendations about the proposal.

Any proposal approved by a Level 2 group or higher (see the chart) must be presented to the Board, accompanied by comments from any demurring group. In every case, a report of the superintendent and District Management Team would accompany a recommendation. A proposal failing to get approval by a Level 2 or higher group would not merit presentation to the Board, except as a position by an individual speaking only for himself.

The Management Team's Role in Negotiations and Consultation

The accompanying organizational charts set forth the relationship of management and confidential team personnel to the negotiation process. There are three basic units involved in the bargaining process. The primary unit meets with representatives from employee groups and negotiates or consults on appropriate matters set forth in the Rodda Act. The planning and strategy unit works with the negotiating unit and helps formulate proposals and the approach to be used in the bargaining process. The remaining management personnel are expected to provide input through their representatives or alternates. The charts indicate a particular relationship among the management team members, but all members should feel free to communicate with and through any of the members of the management team.

Responsibilities and Authorities of Management and Confidential Team Personnel

The responsibilities and authorities of management and confidential team personnel shall be those listed in the Stull Act job descriptions of certificated personnel and in the classified personnel job descriptions approved by the Personnel Commission.

Management and Confidential Employee Salary and Benefit Recommendations

Proposed recommendations for salaries and benefits of management and confidential employees shall be developed through appropriate committees of the Ventura Classified Administrators Association and the Ventura Administrators Association (certificated). management committees (such as the Budget Committee, Personnel Committee, and Superintendent and District Management Team) shall have the opportunity to respond to such proposals before the proposals are presented to the Board of Education. Spokesmen selected by the Associations shall make the presentations. The superintendent's response and recommendation shall accompany salary and benefit recommendations presented to the Board.

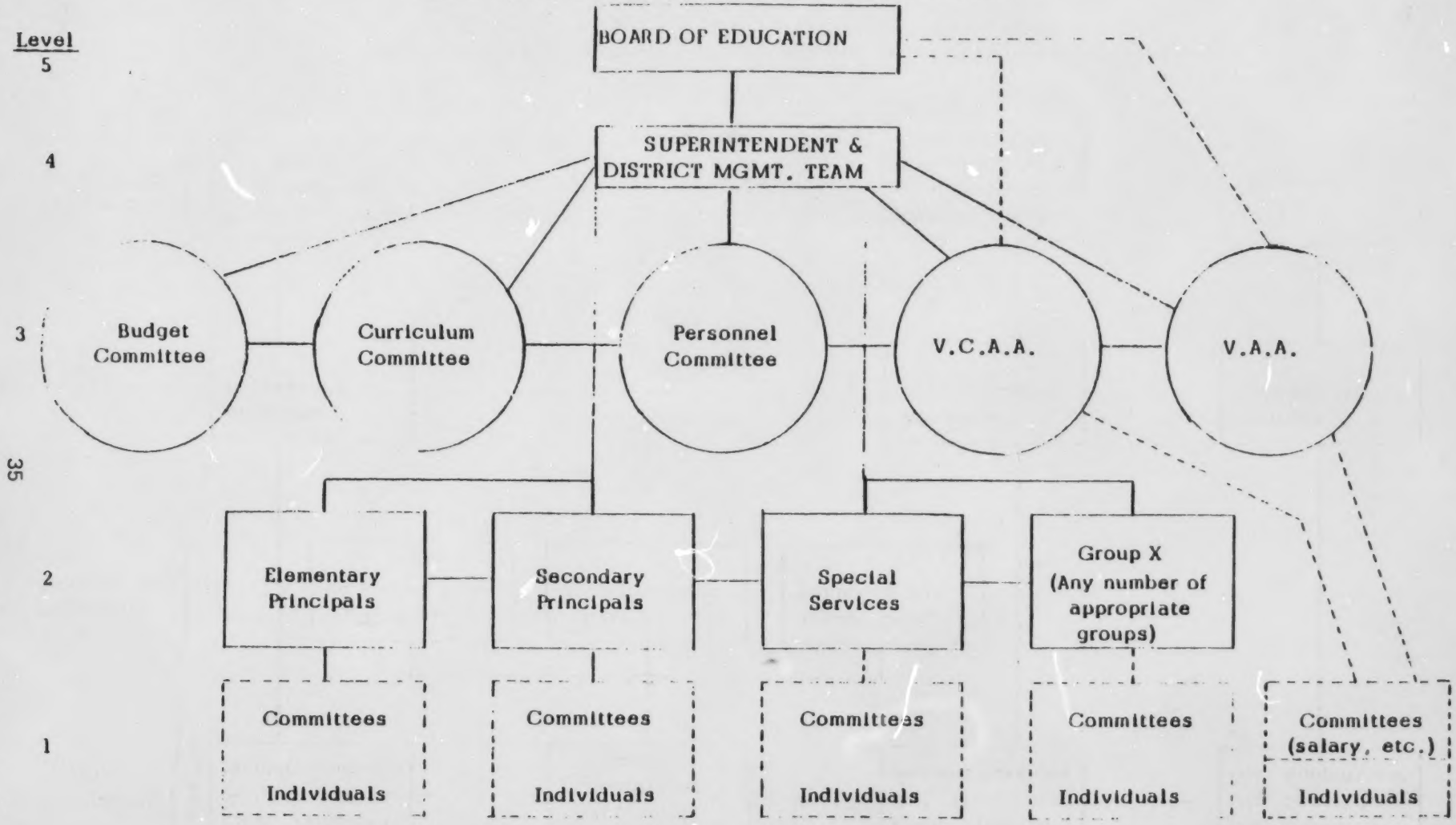
A basic assumption underlying salary and benefit recommendations is that the Board of Education desires to establish salaries that will be comparable to those paid in other districts with

similar size, organizational structure, and assessed valuation per student.

Use of District Facilities, Equipment, Supplies and Services

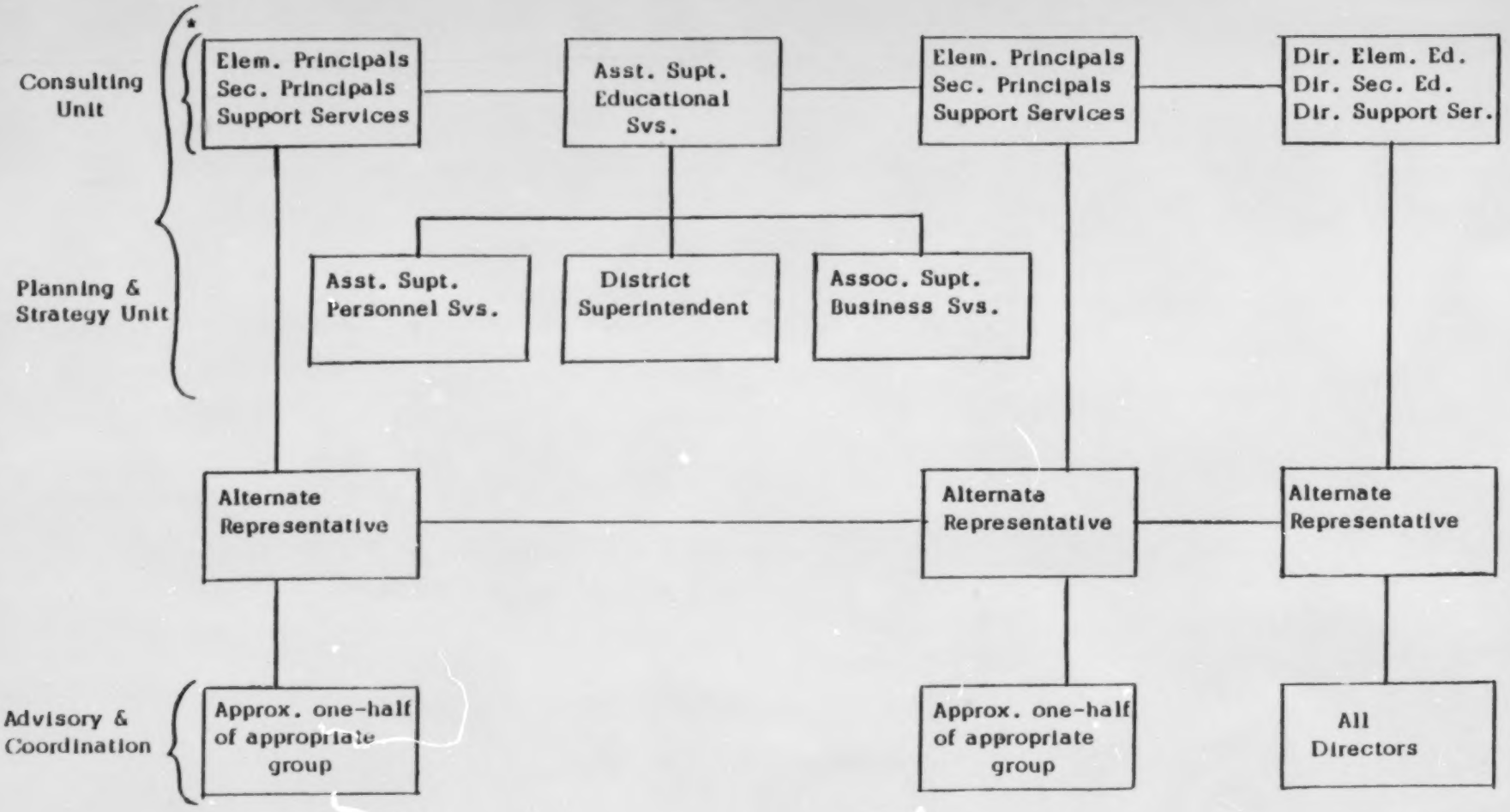
Since having a significant role in policy formulation is essential to the definition of management employees, reasonable use of facilities, equipment, supplies and services is authorized for work of individuals and committees involved with development of management policy recommendations. All management employees, however, must perform their regular duties as a primary responsibility that has priority over committee work.

PROPOSED MANAGEMENT MODEL FOR SIGNIFICANT INVOLVEMENT IN POLICY FORMULATION



Policy proposals could originate at any level. Proposals would be referred for study and opinion to any interested management group. Proposals accepted at Level 2 or higher would require presentation to the Board of Education, accompanied by position of any other level. Only the Board would set policy. Individuals whose proposals are not accepted by Level 2 or higher would opt to make presentation to the Board, but as an individual only.

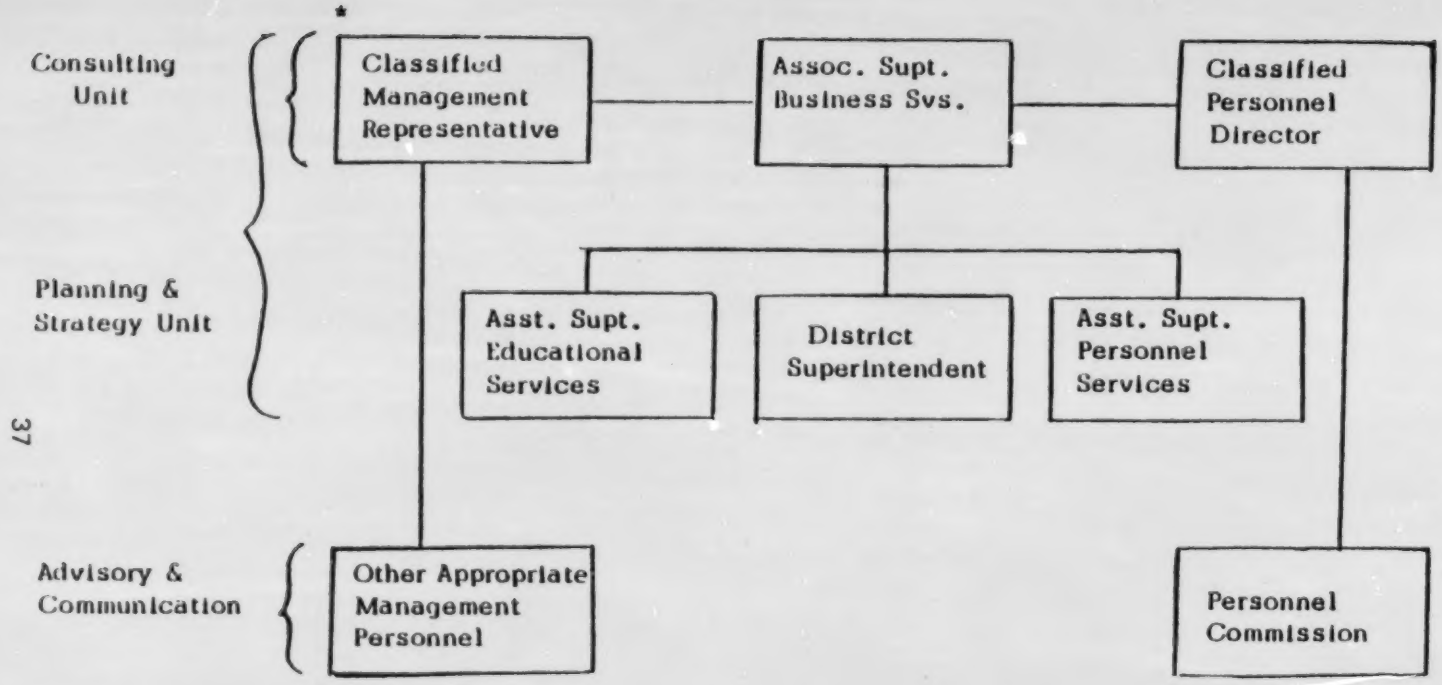
ORGANIZATIONAL PLAN FOR CONSULTING WITH CERTIFICATED PERSONNEL



*Representative to be determined according to nature of item under discussion

Ventura Unified

ORGANIZATIONAL PLAN FOR CONSULTING WITH CLASSIFIED PERSONNEL

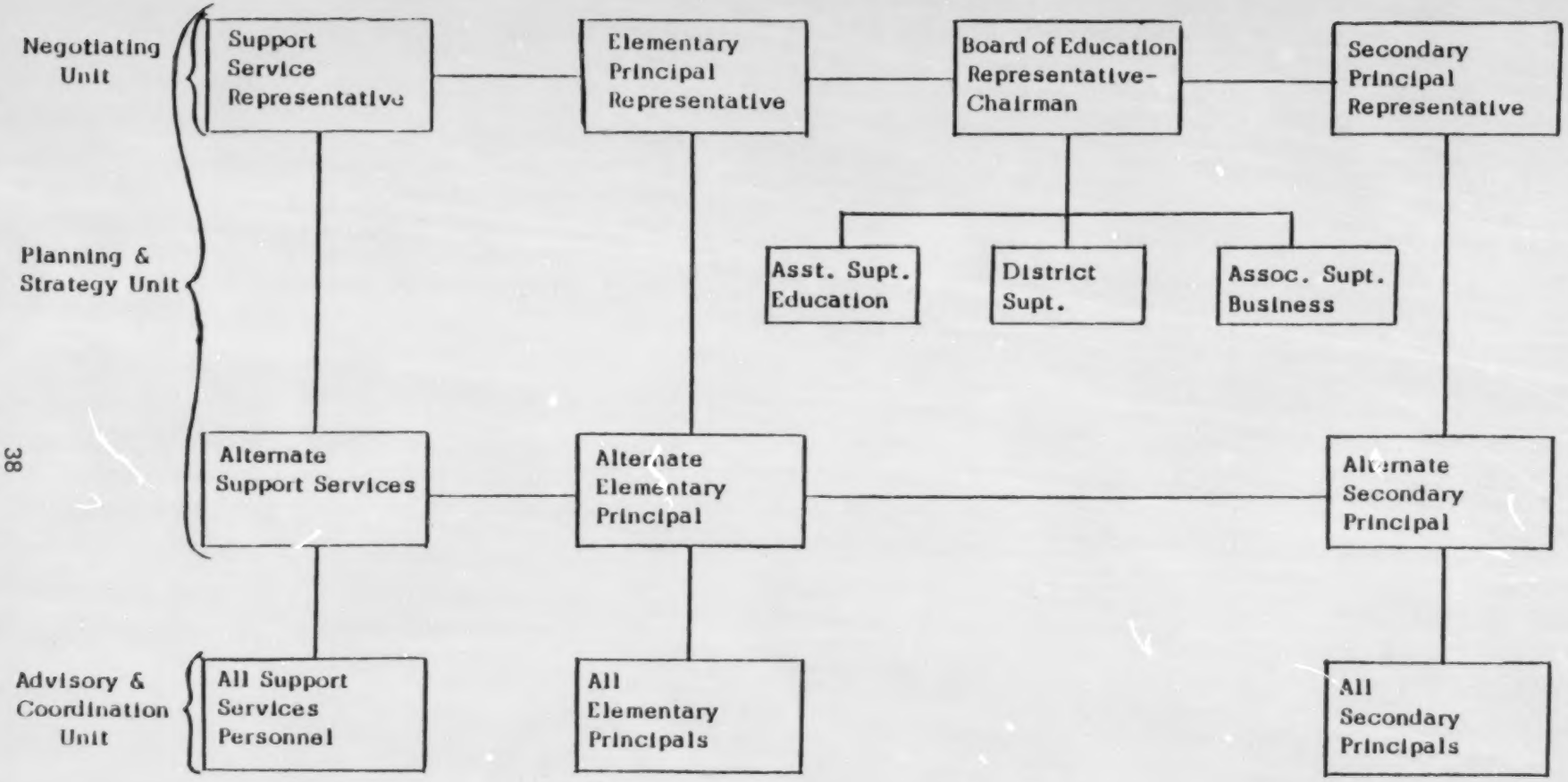


*Representative determined by nature of item under discussion

37

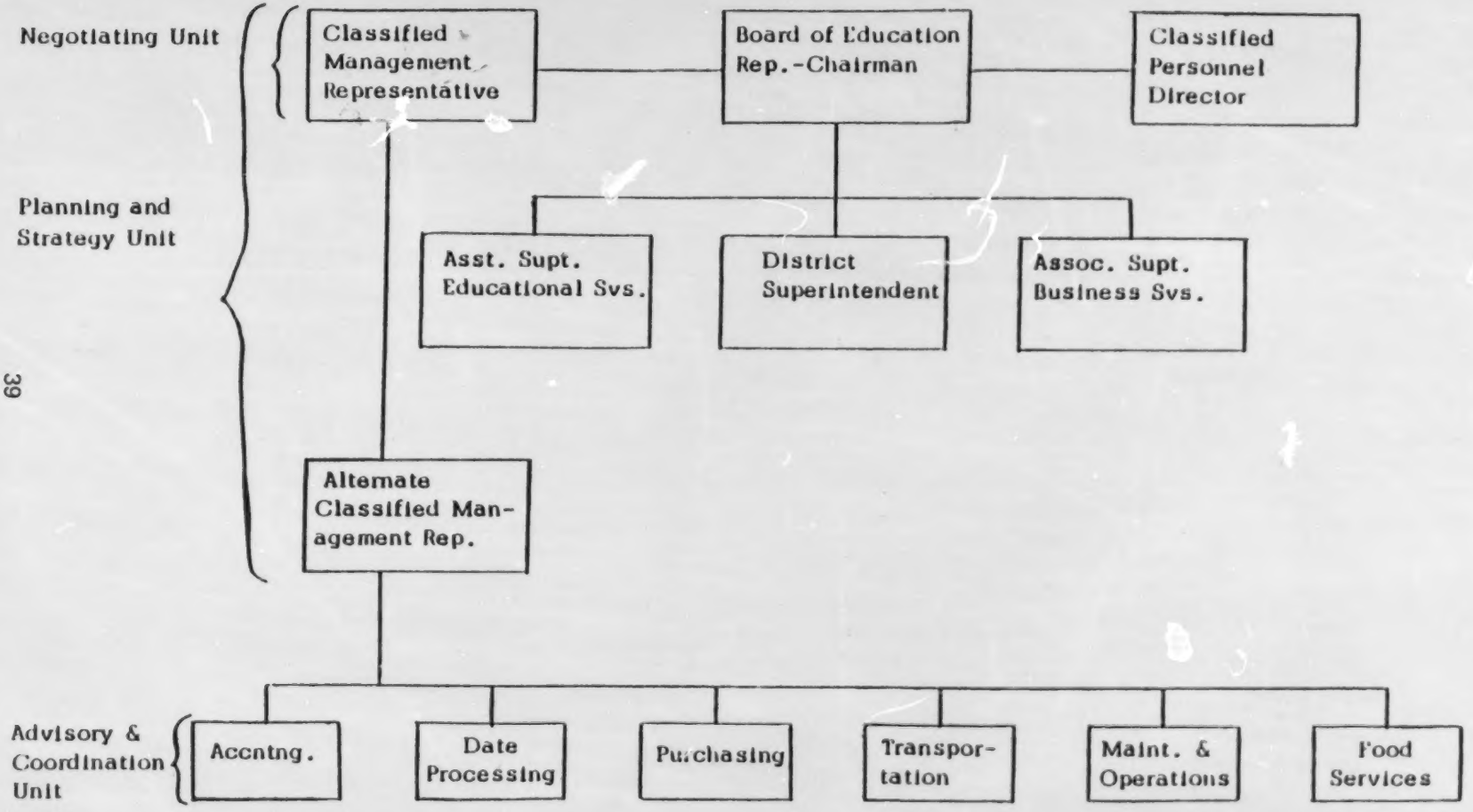
Ventura Unified

ORGANIZATIONAL PLAN FOR NEGOTIATING WITH CERTIFICATED PERSONNEL



Ventura Unified

ORGANIZATIONAL PLAN FOR NEGOTIATING WITH CLASSIFIED PERSONNEL



ADMINISTRATION: BOARD POLICY

Monterey Peninsula Unified School District

Management Group 2200

A. The Board of Education recognizes the importance of establishing a Management Group System for the purpose of fulfilling its legal responsibility for the management of public education. The specific purposes of the Management Group System is:

1. To strengthen the administration and educational programs of the district.

2. To establish and improve communications, decision making, conflict resolution, and other relationships among the members of the team.

B. While the Management Group System places emphasis upon shared responsibility and authority, nothing in this policy is intended to limit the responsibility and authority of the Board of Education ultimately to make decisions as prescribed by law.

C. Definitions

For the purposes of this policy, the terms herein shall have the following definitions:

1. Management Group System is a means whereby educational policies and administrative procedures that define the district's programs and administrative operations are arrived at by shared responsibility and authority.

2. Management Group is a group of individuals composed of the district superintendent, and management personnel who have significant responsibilities for formulating district policies or administering district programs.

6/7/76

Management Positions 2210

The following positions shall be designated as management (E.C.3540.1-g). The Board of Education recognizes the representational rights as provided by Education Code Section 3543.4 for those individuals occupying such management positions.

1. Administrative Assistant
2. Admin. of Summer School/ Asst.Dir. of Adult Ed.
3. Asst. Business Manager
4. Asst. Dir., Transport'n
5. Asst. Principals
6. Asst. Superintendents
7. Business Manager
8. Children's Center Head Teacher II
9. Classified Personnel Officer
10. Consultants
11. Coordinators
12. Custodial Services Supervisor
13. Directors (Certificated)
14. Directors (Classified)
15. District Librarian
16. Maintenance Supervisor
17. MGM Resource Teacher
18. Music Programmer
19. Principals
20. Public Information Officer
21. Superintendent
22. Supv. of Driver Ed./Asst. Dir. of Adult Ed.

3/1/76

Management Council 2220

A. The Superintendent shall establish a Management Council composed of representatives from the Management Groups as established in Board Policy 2210.

B. The Management Council shall develop bylaws which shall determine Council representation and the Council's method of operation.

C. The purpose of the Management Council is:

1. To provide input into all policies which directly affect management personnel in the administration of the school district.

2. To provide a communication vehicle between the Board, Superintendent, and management personnel.

3. To apply all available knowledge to the improvement of district services.

4. To evaluate proposals made by other employees and to make recommendations on the district's response.

5. To provide input into policy development related directly to the educational goals and objectives of the district.

6. To provide a means whereby economic and welfare concerns of management employees can be addressed.

These concerns cover:

a) Position descriptions
b) Evaluation
c) Salaries and fringe benefits
d) Promotion
e) Assignment and transfer

7. To insure relevant participation in district budget development.

6/7/76

BOARD POLICY: MANAGEMENT TEAM

San Rafael City Schools

3100 The Management Team of the San Rafael City Schools is established for the purpose of improving the management of the district by applying research to district programs, pooling technical knowledge, establishing an improved program of evaluation of district operations and personnel; improving communications among all district personnel; increasing the professional commitment of district personnel; and providing for the refinement and delineation of district policies and procedures.

A management employee is any employee in a position having significant responsibilities for formulating district policy or administering district programs.

The management team shall include the superintendent and all management employees recommended to and approved by the Board of Education.

3110 Committees

The superintendent, in conjunction with designated management personnel, may establish management team committees as needed.

3120 Councils

3122 Elementary Administrators' Council

The Elementary Administrators' Council shall consist of the superintendent, all elementary and middle school administrators, and such other personnel as requested by the council and approved by the superintendent.

This group shall consider issues pertaining to elementary schools and elementary education.

51

3123 Secondary Administrators' Council

The Secondary Administrators' Council shall consist of the superintendent, all high school administrators and such other personnel as requested by the Council and approved by the superintendent.

This group shall consider administrative matters of concern to the high schools and secondary education.

3124 Superintendent's Cabinet

The Superintendent's Cabinet shall consist of the superintendent, other district office administrators, and a representative cross section of the management team.

3128 Organizational Chart
(See next page)

3130 Job Description

Each member of the management team shall have a job description that is developed in consultation with the individual and his/her immediate supervisor. The job description shall be directly related to the actual functions of the position and shall become a basis for evaluation. Factors to be considered in developing job descriptions shall include:

1. The title as established on the organizational chart.
2. A clear statement of authority and responsibility.
3. The primary function as well as the most important tasks.
4. Secondary functions.
5. Parameters of the responsibilities of the duties described.
6. The inter-relationships that exist within the management team.
7. The length of the work year defined as "days worked."

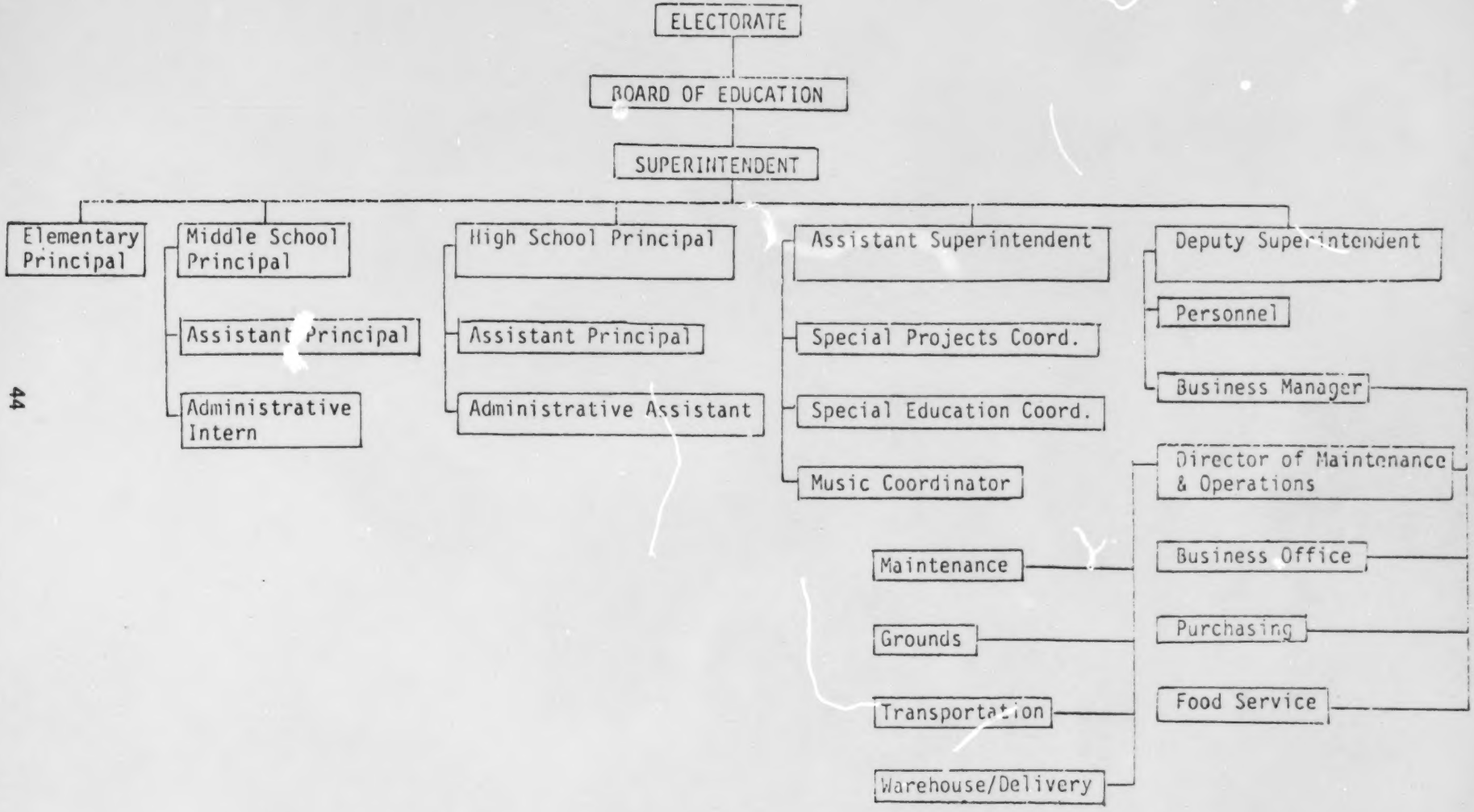
3140 Designated Positions

3140.1 Deputy Superintendent

Supervises directly various phases of District Administration such as personnel and negotiations with employee organizations. Is directly responsible for all administrative functions. Acts as executive assistant to the superintendent.

SAN RAFAEL CITY SCHOOLS
ORGANIZATION CHART

Revised Board Policy
#3128



All school site employees, both certificated and classified staff, are under the direct supervision of the site principal who is responsible for the entire operation of program and plant.

AN UNDERSTANDING OF ROLES AND RESPONSIBILITIES IS A PART,

POLICIES AND STRUCTURES AND ORGANIZATION

OF A MANAGEMENT TEAM

ARE BUT A START...

TRUST

CONFIDENCE

WORKING RELATIONSHIPS

TWO WAY COMMUNICATION

ARE VERY VITAL INGREDIENTS IN MAKING

THE MANAGEMENT/LEADERSHIP TEAM

FUNCTION EFFECTIVELY.

from THRUST, November 1978, Vol. 8, No. 2

Trust and Confidence—Essentials To The Management Team

EMMETT LYNCH

I wish to neither praise management teams nor to bury them. Management teams are neither good nor bad and their effectiveness in terms of improving education undoubtedly varies tremendously from school district to school district. I wish only to point out some of the major pitfalls and drawbacks that have prevented most management teams from reaching their full potential.

Many district management teams were formed as a direct result of the implementation of SB160, the Educational Employment Relations Act, which called for the designation of certain categories of district employees as management personnel. In such cases, the management teams were organized not as the result of any felt need of the district but rather as the result of the implementation of a legislative act which in itself did not address the subject of management teams. Hence, many management teams were formed without any inherent purpose and therefore, programmed for probable failure.

As district after district formed management teams, there was a rather frenetic search for models that would supply an instant organizational structure for these new offspring. Searching for models has become a somewhat prevalent practice in our profession.

It is at this point that I must state one of my many heresies. In my opinion, the most inappropriately used and over abused phrase in our profession is "let's not reinvent the wheel." The organizational structure for a management team is not a mechanical device. It is an agreed upon set of procedures and steps that a particular group of people will use for the purpose of solving problems. It is important that the people who are going to use these procedures and steps be involved in the "inventing" and developing of them. As is often the case, the invention may prove to be less important than the experience gained by going through the process of inventing. While we should use models and the experiences of others to help us devise our organizational structures, we should not look for simple transplants. For when we are content to merely adopt someone else's organizational structure we are denying the uniqueness and individuality of our own particular management group.

EMMETT LYNCH *is director, secondary education, Newark Unified School District.*

One other factor about organizational structures should be noted. There seems to be a tendency to feel that the more complex the structures the better. That somehow there must be a positive correlation between the effectiveness of an organization and the number of pages required to describe the organizational structure. That the more rectangles, squares, circles, connecting lines, two-headed arrows, input-output tracks, feedback systems and what nots we can diagram the more effective the system will be. Surely, an organizational chart that can cover a wall eight and one-half feet by eleven feet must be superior to one that covers a mere piece of paper eight and one-half inches by eleven inches. I know not what course others might take but as for me in the area of organizational structure simple is better.

However, the major weakness of most management teams is not in the organizational structure. The major weakness is the failure to recognize that there are two essential ingredients that must be present in abundance in order to have any human organization function in a truly effective manner. These two ingredients are trust and confidence. In the literature of education much is said about organizational structures and decision-making processes of management teams but very little is said about the necessity of having feelings of mutual trust and confidence among members of the management team. We must go to the literature of psychology, where there is a concentration on the effects of the working environment on human behavior and productivity, to gain an appreciation of the importance of these factors. While we cannot diagram these factors into our organizational charts, we can, through the leadership of the superintendent and others, heighten the awareness of all members of the management team that trust and confidence must be the most pervasive forces that dominate the actions and interactions of the management team operation. We must teach members of management to recognize those barriers that prevent the development of trust and confidence and to remove those barriers as quickly as possible.

Creation takes diligent effort, intensive dedication—effort must be made

All that I have said about trust and confidence seems

terribly simplistic and obvious. However, I venture to say that the school districts that have successfully established an environment dominated by these factors are the exception rather than the rule. It is not easy. The creation of such an environment takes diligent effort and intensive dedication and, perhaps, can only be approached and never totally realized. But the effort must be made. For it will matter little what type of organizational structure a management team develops. If feelings of mutual trust and confidence do not dominate the relationships of the members of that management team, the system will not work anyway.

In summary then, management teams will be more effective if they pursue the following steps. First, we must be sure that our management team has a purpose that is thoroughly defined, articulated and understood. We cannot borrow a purpose. We must develop our own. Second, we should make a thorough evaluation of the organizational structure that has been developed for the management team. In the process of this evaluation we should be bold in proposing modifications in that structure that will better meet the needs of our district and that will more accurately reflect the uniqueness and individuality of our particular management team. And finally, we must make every effort to remove feelings of mistrust and suspicion and to create an environment of mutual trust and confidence within which the management team can freely operate.

If these things can be accomplished, the management team concept may well become one of the most significant devices for the improvement of the educational programs in our schools. □

Management Team Builds Trust Between Board, Superintendent

MARYANNE BROOKS

"Psst. Look what the Old Man is trying to ram through now!"

"How in the world is that ever going to work?"

"Will I regret this later? It sounds good now, but I have a feeling there is a lot more to it."

"What in blazes am I supposed to do with this?"

Probably everyone who has been a board member or administrator has made these kinds of statements sometime.

Board members may do it when they get recommendations from the superintendent; principals may do it when they read or hear of the decision, not to mention what teachers and parents may ask.

And there sits the superintendent, bewildered why some board members are so lukewarm at best, why board decisions are so unenthusiastically or unconvincingly made, why his or her staff is so defensive, and why site administrators almost seem to be in another world and consider him or her an alien. That superintendent can't seem to get much accomplished, no matter how much work is done, how much energy is expended, or how much is "communicated."

MARYANNE BROOKS *is a board member and past president, Santa Clara Unified School District.*

Usually these attitudes exist when too little is known and understood by all parties about:

WHY the recommendation is being made,

WHAT the problem really is,

HOW it can be effectively resolved, and

WHAT IS MY RELATIVE ROLE in the whole picture?

Boards cannot feel trust and confidence in the administration when this is the case, generally, nor can anyone else.

What Can A Management Team Do For A Board Of Education?

A good management team can build trust and confidence (T & C) between the board and the superintendent. It can help build T & C between the site administrators and superintendent/board, and among the staff.

It does this marvelous thing because everybody has a chance to know what is going on, why, and help contribute to finding answers rather than being on the sidelines, a polite way of saying "out in the cold," wondering and griping and speculating and worrying and imagining dire things.

The board can know the recommendations it gets are the best the district has to offer. The board can know that the issues have been fully considered by all the resources available. The board can know the chances for objectivity

are greater. The board can know the plan has the best chance of success because all the points of view have been heard, and all the arts prodded. And the whole staff can know why the board has made certain decisions. They KNOW what the purposes are. They KNOW what is expected of them. They KNOW what can be done, and what can't, and why, because THEY WERE THERE.

We need T & C with each other that is solid and durable enough to weather the storms of closing schools, financial crunches, program priority wars, and all the other current issues we face in education. We had best face them together in the true sense of the word.

The old monolithic organization of the superintendent and board handing down edicts from a lofty but isolated pinnacle doesn't work. Whether it use to work or not is immaterial; in our present-day world of SB 160 and Prop. 13 it doesn't. The problems are too large and complex for one man or small group alone.

The risks of failure to cope well with most issues is too disastrous and catastrophic to everyone concerned to ignore a major resource. A school districts' collective wisdom is a great resource.

I know from personal experience that unexpected strengths have been found, and really practical ideas developed when the people who have to actually achieve the objectives—the ones doing the doing—were made part of the solution from the start.

Communication, that precious function, now is a meaningful two-way operation, and has substance. Too often it has been just noise. The process is excellent inservice to all administrators; they learn much from listening to each other.

I have watched different districts go through school closures. One had no management team, and as the board tried to decide which schools to close, apprehension rose among site administrators to the point of great suspicions, anger, and fear. By the time the board was ready to decide, parents, kids, teachers, and administrators were in an uproar. No matter what the board did it was going to be wrong. In contrast a nearby district involved all the management team from the beginning in helping to develop questions, suggest criteria for closure selection, and gather facts. Management team members helped prepare projections, and helped each other make plant analyses. When various communities asked questions they were ready to discuss it rationally. They saw the problem as a district one, not one threatening only their school or post. They could feel the support of their peers and of the district office. They knew what the board was faced with, and they knew they could help, how, and why. They knew just how fair everyone tried to be. And even though there were still some upset people, it was a manageable situation.

An important aspect was they saw how all the issues are inter-related.

What A Management Team Is Not

There is no magic. It is only a tool; a good one, but still a tool. It won't make a poor manager into a good one at any level.

It can make a good manager a better one, as a technique of optimizing intelligent efforts to anticipate, plan, implement and evaluate.

It won't take the place of strong leadership from the superintendent. He/she is still the chief executive, not the chief vote-taker. That person is still responsible for leadership that accommodates discrepant views. That person must still bring from the group the best it has to offer, sometimes more than they knew they had. That person must still bring it all together into a coherent whole in order to make final recommendations to the board. But it can now be done from a position of strength with facts, ideas, opinions from all quarters.

It won't diminish board authority, but can increase the quality of board decisions.

Some Pitfalls

A board and superintendent shouldn't decide that a management team would be nice to have just because it appears in all the literature—even THRUST!

You can't create one out of thin air by adopting a well-worded policy saying you have one. All you'll get is a piece of paper and a group of people who may meet periodically—maybe in the same old way but with a new name, maybe a new face or two, and have a few discussions.

In fact, it may increase feelings of alienation of some, especially site administrators, by the mockery of the idea of "Team" if they aren't truly and in good faith meant to be one. Don't move too quickly, but create an opportunity to think it out together, especially what the purposes and true responsibilities are to be.

With a good management team the next sounds you hear may be:

"Psst. Look what they came up with to accomplish our 6th objective! How great that they worked it out."

"I believe this will work the best in the long run. It was gone over and worked out with much cooperation."

"This looks good, and they obviously covered all the bases."

"I can't wait to get started."

"Is that why they did that?! I didn't know that! Those people really know their job, don't they!" □

from THRUST, March 1977, Vol. 6, No. 4

Effectiveness Of Administrative Working Relationships

LEONARD L. MURDY *is a Professor of Educational Administration at the University of Southern California.*

A school district may have excellent material resources in the form of buildings, equipment and supplies. It may have a staff adequate in both quality and quantity; but, unless there are good working relationships, the whole organization is likely to be ineffective and wasteful. Basically, the effectiveness of a local school district is determined by the quantity and quality of staff. The material factors, such as buildings, equipment and supplies, are, of course, important. But, compared to the value of the human working relationships, these assets are relatively insignificant.

To be effective, school administrators must maintain good working relationships. These relationships, which involve parents, other citizens, young people, teachers, administrators and non-teaching personnel, are all related to each other. Regardless of the administrative organization that is developed or the policy-forming procedures that are employed, the person-to-person working relationships among staff members and community representatives are the basis for the smooth functioning of any organization.

The one characteristic which stands high on virtually every list of qualities that contribute to excellent administration, and which is undoubtedly the single most important skill an administrator can have, is the ability to get along and work effectively with people.

As an administrator, your relationships with people can be helpful or restrictive in accomplishing individual or group goals. The way in which an administrator relates to other staff members is a major determinant of how well they work and how effective the administrator can be. Your relationships with staff members can significantly influence your success as an administrator.

No administrator can maintain a respectable role in a school district that is part of a changing society without knowing how he or she is perceived by the staff, board members, and the community.

For such reasons, the study and personal analysis of working relationships may make a crucial difference in the effectiveness and success of an administrator and, thus, in the quality of administration and of the instructional program.

In a study conducted by this writer to understand better the factors that contribute to both good and poor working relationships, 628 individuals were asked to respond to the following statement: "Think of an administrator in the district in which you are employed and with whom you have the best working relationship, and please tell me three reasons why this relationship is successful."

Of the 628 individuals, 331 were administrators and 297 teachers. Personal interviews were held with 107 administrators. The remainder of this group, consisting of 224 administrators and 297 teachers, were read the statement in groups of 15 to 30, after which they were asked to list their reasons in writing. The results are tabulated in Table I.

The same 628 individuals were also asked to respond to this statement: "Think of an administrator in the district in which you are employed and with whom you have the poorest working relationship, and please tell me three reasons why this relationship is not successful." Their responses are tabulated in Table II.

From Tables I and II, an Administrative Working Relationship Profile and Scale were designed. These instruments are illustrated on pages 23 and 24. A detailed and carefully prepared procedure was developed so that these two instruments could be used by administrators sincerely interested in discovering staff perceptions of their administrative effectiveness. Among the problems to be overcome in the use of these instruments is their threat potential. A plan to code responses was developed to assure anonymity and thus eliminate this problem.

Each administrator whose working relationships are to be measured completes a profile sheet based on how he or she believes the staff members perceive their working relationships with the administrator. After the administrator has filled out the profile, each staff member is asked to complete the administrative working relationship scale in accordance with the instructions. that are provided.

After the staff member completes the working relationship scale, he or she places it in an envelope, seals it, and leaves the scale in a place where it can be collected and the results tabulated. The administrator then prepares a profile of the responses to determine how the staff perceives the working relationships. The administrator can now compare the results of both profiles. The first is based on how the administrator thinks the staff perceives working relationships, and the second is based on the actual perceptions of staff members regarding their relationships.

Administrators may now develop a program of staff development to make use of the outcomes. In this manner, the completed profiles can provide an approach to needs assessment which can be used to validate strength in the working relationships and to eliminate or resolve problems that are encountered.

TABLE I

Factors Identified by School Personnel That Contribute to Good Working Relationships

Rank Order	Factors[a]	Frequency[b]	Percent
1	Reasonable, Considerate, Fair, Sincere	225	36
2	Mutual Respect, Trust, Integrity, Honesty	221	34
3	Effective Communicator, Good Listener	204	32
4	Concern for People, Objective, Empathetic, Sensitive and Understanding	171	27
5	Approachable, Open to New Ideas and Suggestions	170	27
6	Able and Willing to Assist, Cooperative	148	24
7	Competent, Skillful, Knowledgeable, Good Understanding of Education	148	24
8	Leader, Does Not Drive, Delegates	132	21
9	Similar Philosophies and Goals	131	21
10	Pleasant Disposition	102	16
11	Willingness to Take a Stand, Consistent	97	15
12	Secure, Does Not Feel Threatened, Accepts Criticism	87	14
13	Enthusiastic, Interested in Work	72	11
14	Humility	68	11
15	Good Sense of Humor	67	11
16	Ability to Speak at Appropriate Times, Does Not Talk Too Much	43	7

[a] The factors are listed in rank order based on frequency of mention.

[b] The total number of respondents was 628.

TABLE II

Factors Identified by School Personnel That Contribute to Poor Working Relationships

Rank Order	Factors[a]	Frequency[b]	Percent
1	Lack of Mutual Respect, Trust, Integrity, Honesty	208	33
2	Lack of Ability to Communicate Effectively, Does Not Listen	193	31
3	Unreasonable, Inconsiderate, Unfair, Insincere	191	30
4	Lack of Concern for People, Subjective, Lack of Empathy, Understanding and Sensitivity	171	27
5	Insecure, Feels Threatened, Can't Accept Criticism	158	25
6	Lack of Approachability, Not Open to New Ideas and Suggestions	157	25
7	Incompetent, Lacks Skills, Knowledge and Understanding of Education	138	22
8	Autocratic, Dictatorial, Does Not Delegate, Drives	127	20
9	Different Philosophy and Goals	103	16
10	Lack of Interest in Assisting Others and Uncooperative	86	14
11	Inconsistent, Does Not Take a Stand	86	14
12	Unfriendly, Cold	62	10
13	Lack of Enthusiasm and Interest in Work	60	10
14	Lack of Sense of Humor	59	9
15	Egotistical, Superior Attitude	59	9
16	Lack of Ability to Communicate in a Timely Manner, Talks Too Much	56	9

[a] The factors are listed in rank order based on frequency of mention.

[b] The total number of respondents was 628.

ADMINISTRATIVE WORKING RELATIONSHIP SCALE

This scale is designed to measure the effectiveness of an individual's working relationships as perceived by those with whom he or she works.

The 16 value lines represent factors that have been weighted and range from the lowest minus factors that resulted in poor working relationships to the highest plus factors that resulted in good working relationships.

Please reflect upon your working relationship with the individual for whom you have been asked to complete this scale. Evaluate the individual by circling one of the + or − numbers on each line that best represents your evaluation.

1	Lowest	Lack of Mutual Respect, Trust, Integrity, Honesty −10	−8	−6	−4	−2	0	Mutual Respect, Trust, Integrity, Honesty +2	+4	+6	+8	+10 Highest
2	Lowest	Unreasonable, Inconsiderate, Unfair, Insincere −10	−8	−6	−4	−2	0	Reasonable, Considerate, Fair, Sincere +2	+4	+6	+8	+10 Highest
3	Lowest	Lack of Ability to Communicate Effectively, Does Not Listen −10	−8	−6	−4	−2	0	Effective Communicator, Good Listener +2	+4	+6	+8	+10 Highest
4	Lowest	Lack of Concern for People, Subjective, Lack of Empathy, Understanding and Sensitivity −9	−7	−5	−3	−1	0	Concern for People, Objective, Empathetic, Sensitive and Understanding +1	+3	+5	+7	+9 Highest
5	Lowest	Lack of Approachability, Not Open to New Ideas & Suggestions −8	−6	−4	−2		0	Approachable, Open to New Ideas & Suggestions +2	+4	+6	+8	Highest
6	Lowest	Incompetent, Lacks Skills, Knowledge & Understanding of Education −7	−5	−3	−1		0	Competent, Skillful, Knowledgeable, Good Understanding of Education +1	+3	+5	+7	Highest
7	Lowest	Autocratic, Dictatorial, Does Not Delegate, Drives −6	−4	−2			0	Leader, Does Not Drive, Delegates +2	+4	+6		Highest
8	Lowest	Insecure, Feels Threatened, Can't Accept Criticism −6	−4	−2			0	Secure, Does Not Feel Threatened, Accepts Criticism +2	+4	+6		Highest
9	Lowest	Different Philosophy & Goals −6	−4	−2			0	Similar Philosophy & Goals +2	+4	+6		Highest
10	Lowest	Lack of Interest in Assisting Others & Uncooperative −6	−4	−2			0	Able and Willing to Assist, Cooperative +2	+4	+6		Highest
11	Lowest	Inconsistent, Does Not Take a Stand −5	−3	−1			0	Willingness to Take a Stand, Consistent +1	+3	+5		Highest
12	Lowest	Unfriendly and Cold −4	−3	−2	−1		0	Pleasant Disposition +1	+2	+3	+4	Highest
13	Lowest	Lack of Enthusiasm and Interest in Work −3	−2	−1			0	Enthusiastic, Interested in Work +1	+2	+3		Highest
14	Lowest	Egotistical, Superior Attitude −3	−2	−1			0	Humility +1	+2	+3		Highest
15	Lowest	Lack of Sense of Humor −3	−2	−1			0	Good Sense of Humor +1	+2	+3		Highest
16	Lowest	Lack of Ability to Communicate in a Timely Manner, Talks Too Much −2	−1				0	Ability to Speak at Appropriate Time, Does Not Talk Too Much +1	+2			Highest

(Copyright 1975 by Leonard L. Murdy)

THE EFFECTIVE GROUP

Amador Valley Joint Union High School District
Pleasanton Joint School District

The following are characteristics of a well-functioning, efficient group:

1. The "atmosphere," which can be sensed in a few minutes of observation, tends to be informal, comfortable, relaxed. There are no obvious tensions. It is a working atmosphere in which people are involved and interested. There are no signs of boredom.

2. There is a lot of discussion in which virtually everyone participates, but it remains pertinent to the task of the group. If the discussion gets off the subject, someone will bring it back in short order.

3. The task or objective of the group is well understood and accepted by the members. There will have been free discussion of the objectives at some point until it was formulated in such a way that the members of the group could commit themselves to it.

4. The members listen to each other! The discussion does not have the quality of jumping from one idea to another unrelated one. Every idea is given a hearing. People do not appear to be afraid of being foolish by putting forth a creative thought even if it seems fairly extreme.

5. There is disagreement. The group is comfortable with this and shows no signs of having to avoid conflict or to keep everything on a plane of sweetness and light. Disagreements are not suppressed or overridden by premature group action. The reasons are carefully examined, and the group seeks to resolve them rather than to dominate the dissenter.

   On the other hand, there is no "tyranny of the minority." Individuals who disagree do not appear to be trying to dominate the group or to express hostility. Their disagreement is an expression of a genuine difference of opinion, and they expect a hearing in order that a solution may be found.

   Sometimes there are basic disagreements which cannot be resolved. The group finds it possible to live with them, accepting them but not permitting them to block its efforts. Under some conditions, action will be deferred to permit further study of an issue between the members. On other occasions, where the disagreement cannot be resolved and action is necessary, it will be taken but with open caution

and recognition that the action may be subject to later reconsideration.

6. Most decisions are reached by a kind of consensus in which it is clear that everybody is in general agreement and willing to go along. However, there is little tendency for individuals who oppose the action to keep their opposition private and thus let an apparent consensus mask real disagreement. Formal voting is at a minimum; the group does not accept a simple majority as a proper basis for action.

7. Criticism is frequent, frank, and relatively comfortable. There is little evidence of personal attack, either openly or in a hidden fashion. The criticism has a constructive flavor in that it is oriented toward removing an obstacle that faces the group and prevents it from getting the job done.

8. People are free in expressing their feelings as well as their ideas, both on the problem and on the group's operation. There is little pussyfooting; there are few "hidden agendas." Everybody appears to know quite well how everybody else feels about any matter under discussion.

9. When action is taken, clear assignments are made and accepted.

10. The chairperson of the group does not dominate it, nor on the contrary, does the group defer unduly to him. In fact, as one observes the activity, it is clear that the leadership shifts from time to time, depending on the circumstances. Different members, because of their knowledge or experience, are in a position at various times to act as "resources" for the group. The members utilize them in this fashion and they occupy leadership roles while they are thus being used.

    There is little evidence of a struggle for power as the group operates. The issue is not who controls but how to get the job done.

11. The group is self-conscious about its own operations. Frequently it will stop to examine how well it is doing or what may be interfering with its operation. The problem may be a matter of procedure, or it may be an individual whose behavior is interfering with the accomplishment of the group's objectives. Whatever it is, it gets open discussion until a solution is found.

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DISTRICT MANAGEMENT MEETING

(K-12)

Guidelines and Procedures

Pajaro Valley Unified School District

PURPOSE

The purposes of K-12 management meetings will be two-fold: communications and ratification of policy recommendations.

PROCEDURE

The Steering Committee-established agendas for K-12 meetings will consist of the following:

1.	Superintendent's Forum - A review of district matters	15 minutes
2.	Open Items - Comments or concerns of and by managers on items not on the agenda	15 "
3.	Committee Reports - The Chairperson and unit manager of each committee, Standing, Ad Hoc, Special and Steering, will present a brief report on committee actions and receive management advice on issues. When a committee has prepared policy action, the chairperson shall make the presentation, answer questions and conduct the ratification vote.	75 "
4.	Announcements - Open to any member for short and relevant announcements which are not open to discussion. Questions pertaining to the above will be dealt with after adjournment.	15 "
5.	Salary and Professional Growth Report.	15 "

VOTING PROCEDURES

Ratification by K-12 shall be by hand vote and a simple majority of those voting shall decide. When policy change is recommended, both the old and new policy will be distributed to managers prior to action. Votes will show the number of those in favor, those opposed and those abstaining.

ATTENDANCE

Attendance will be required of all K-12 managers unless excused by immediate supervisors

MINUTES

Minutes of all K-12 meetings will be recorded and distributed by a district office secretary.

MEETINGS

Meetings will be scheduled on the second Tuesday of each calendar month. Meetings will begin at 2:45 PM and adjourn no later than 5:00 PM unless agreed upon by a majority of members present. Additional K-12 meetings may be called by the Steering Committee and/or the superintendent as deemed necessary.

AGENDA
MANAGEMENT STEERING COMMITTEE

Date: _____

Agenda Item — Action

1.
2.
3.
4.

Summary of
STANDING COMMITTEE REPORTS — Reported by:

BUSINESS:

CERTIFICATED PERSONNEL:

CLASSIFIED PERSONNEL:

FOOD SERVICES:

MAINTENANCE, OPERATIONS & GROUNDS:

SPECIAL SERVICES:

STATE & FEDERAL PROJECTS:

TRANSPORTATION:

PROBLEM:

COMMITTEE

GOAL:

STANDING COMMITTEE GOAL FORM

OBJECTIVE STATEMENT	MAJOR ACTIVITY	PERSON RESPONSIBLE	COMPLETION DATE		ASSESSMENT
			Scheduled	Actual	

STANDING COMMITTEE

MEETING AGENDA REPORT FORM

Participants

Convening Group

Item	Anticipated Outcome/Action/Information	Person Responsible	Date Completed

AD HOC COMMITTEES

Definition

An Ad Hoc Committee is a committee formed for a specific K-12 management task(s) and one that will be dissolved at the completion of the task(s). It is understood that management Ad Hoc Committees are those limited to K-12 management concerns and made up solely of K-12 manager personnel.

Function

Ad Hoc Committees will function in an advisory capacity to the body/person recommending the establishment of the committee.

Ad Hoc Committees will deal with K-12 management tasks which do not fall within the responsibilities of existing Standing or Special Committees or an individual's area of responsibility.

Formation

Ad Hoc Committees covering K-12 management issues will be established by the District's Steering Committee.

Operation

Ad Hoc Committees will establish operating guidelines similar to the guidelines followed by the Standing Committees. These will include a statement of purpose, establish regular meeting times for the course of the committee, identify tasks to be completed and responsibilities of members. Guidelines will also describe how the committee will know when its task(s) has been completed.

Ad Hoc Committees will report regularly to the K-12 Management Group.

DECISION MAKING

* Decision Making Authority Analysis:
  For School Principals -
  Mt. Diablo
* Decision Making Authority Analysis:
  For Superintendents -
  Livermore
* Decision Making Authority Analysis:
  Variety of Groups -
  Redondo Beach, ACSA
* Consensus Decision Making -
  ERS

DECISION ANALYSIS CHART FOR SCHOOL PRINCIPALS

November, 1977

Mt. Diablo Unified School District

Principals' Degrees of Authority

I. I have complete authority to decide or act within the limits of the Education Code, Board policy, contracts, social mores and conscience (COMPLETE AUTHORITY).

II. I have complete authority to decide or act, but must inform _____ (name) of my action (ACT/INFORM).

III. I have authority to decide or act, but must first consult with _____ (name) (PRIOR CONSULT).

IV. I have authority to act only with prior approval of _____ (name) (PRIOR APPROVAL).

V. I may be consulted, but decision or direction comes to me from _____ (name) (DISTRICT DIRECTION).

Implementing the Degrees of Authority

Columns #I through #V are labeled for each decision and/or action according to the degree of authority and the implementation focus for each listed decision/act. The final authority source follows using the location of implementation below:

Don Russell (DR)	-	Appropriate directors in Educational Services are also included as contact and consult sources.
Herb Cole (HC)	-	Appropriate directors in Administrative and Personnel Services are also included as contact and consult sources.
Joe Crawford (JC)	-	Appropriate directors in Business Services are also included as contact and consult sources.
Jim Slezak (S)	-	Final authority for carrying out Board policy.

** Principal has complete authority.

I Complete Authority	II Act/Inform	III Prior Consult	IV Prior Approval	V District Direction	A. Programs (Curricular Activities)
**					1. Change the objectives of a course already being taught at your school.
**					2. Permit a teacher to replace a major part of the subject content of a course in order to better meet the objectives of the course.
Sup-plies **		JC Eq't **			3. Select and purchase instructional material or equipment which is not on your standard equipment list.
			JC **		4. Determination of items to be placed on standard requisition list.
**					5. Approve a teacher taking a field trip within 100 miles.
			DR **		6. Approve a teacher taking a field trip over 100 miles and/or staying overnight.
			DR **		7. Select and pay a consultant to assist in school inservice activities.
			DR **		8. Put a new course into your school's curriculum.
			DR **		9. Initiate (or abandon) a specific program throughout the school; i.e., team teaching, Academics Plus, open education, community school, modular scheduling.
**					10. Permit your staff to make a change in textbooks (not state-mandated textbooks).
			HC **		11. For the next school year, decide to replace two non-teaching positions with an additional teacher.
				** DR	12. Decide the year that the school will apply and implement AB65 programs.
			DR **		13. Decide to call a reduced day of instruction.
			DR **		14. Determine use of school site and facilities in regards to special programs - E.H, EMR, etc.

I Complete Authority	II Act/Inform	III Prior Consult	IV Prior Approval	V District Direction	
	DR **				30. Call police on campus to prevent or quell mass disturbances or riots.
**					31. Determine rules for dress.
					C. Employees (Administrators)
			HC **		32. Reallocate staff ratios between administrative and counseling staff.
			HC **		33. Create classified campus supervision time from certificated personnel allocation.
			Ass't Supt. **		34. At District expense attend an out-of-state conference.
			S**		35. Select subordinate administrative staff members,
		Ass't Supt. **			36. Assume ongoing leadership responsibilities outside the District during school hours.
	Ass't Supt. **				37. Participate in professional responsibilities beyond the District during school hours.
					C. Employees (Teachers)
				HC **	38. Set up an inservice training program to be held from 3:30 to 4:30 p.m. four days a week for eight weeks, with attendance required with no extra pay.
			HC **		39. Grant a request for one day off, with pay, for personal leave, in keeping with Board policy.
			HC **		40. Decide to give some of your teachers an additional "free" period for class preparation.
				S**	41. On a day that two-thirds of your teachers are absent and on strike decide to close school and send students and all other teachers home.
			DR HC **		42. Decide to send a teacher to a four-week concentrated course on new instructional methods, with District paying salary and all expenses.
			HC **		43. Select a teacher for an existing vacancy in your school.
**					44. Exchange teaching assignments between two appropriately credentialed teachers (for example, P.E. and math, or kindergarten and third grade).

Note: The complete matrix has 107 items. Copies are available from Mt. Diablo Unified School District.

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DECISION ANALYSIS CHART FOR SUPERINTENDENT/BOARD

Livermore Valley Joint Unified School District

DEGREES OF AUTHORITY

I	II	III	IV	V		
Superintendent has complete authority to decide or act (within limits of law, Board Policy, social mores, and conscience).	Superintendent has complete authority to decide or act, but must keep Board informed about the decision made or action taken.	Superintendent has authority to implement or act only with prior approval of the Board.	Superintendent may be asked for recommendations, but decision or direction comes from the Board.	Superintendent seldom, if ever, participates in making these decisions.		
					1.	Put a new program in mathematics into the district's curriculum in several of the schools.
					2.	Establish a parents' advisory committee to recommend goals for the district.
					3.	Permit a school to replace a major portion of the maps, films and written materials (other than books) for the social studies/history curriculum in order to better meet district goals.
					4.	Initiate (or abandon) a program of decentralized management throughout the district.
					5.	Have students meet with teachers for consideration of curriculum changes.
					6.	Select map and globe materials for all schools.

X - Decision is placed here.

DECISION ANALYSIS CHART FOR SUPERINTENDENT/BOARD

Livermore Valley Joint Unified School District

DEGREES OF AUTHORITY

I	II	III	IV	V		
					78.	Authorize extensive landscaping additions to an existing school.
					79.	Establish level of building cleanliness to be maintained in the district.
					80.	Agree to waive the penalty clause against a contractor for being late in completing a building contract because of extenuating circumstances not contemplated in the contract.
					81.	Have the exteriors of one-third of the district's schools repainted.
					82.	Put automatic lawn sprinklers in all schools.
					83.	Authorize weekend use of school facilities for activities by a religious organization, charging only the actual out-of-pocket costs for their use.

I - Superintendent has complete authority to decide or act (within limits of law, Board Policy, social mores, and conscience).

II - Superintendent has complete authority to decide or act, but must keep Board informed about the decision made or action taken.

III - Superintendent has authority to implement or act only with prior approval of the Board.

IV - Superintendent may be asked for recommendations, but decision or direction comes from the Board.

V - Superintendent seldom, if ever, participates in making these decisions.

X - Decision is placed here.

(Note: This is part of a 99-item matrix. Copies of the complete matrix are available from Livermore Valley Joint Unified SD.

DECISION MAKING MATRIX

Personnel Functions
Redondo Beach City School District

TYPE OF DECISION	Board of Education 1.1	Management Team 1.2	Superintendent 1.3	Deputy Supt., Adm. 1.4	Asst. Supt., Educ. 1.5	Director, Fiscal Services 1.6	Director, Curr. 1.7	Director, Pupil Personnel 1.8	Director, M & O 1.9	Director, Food Services 1.10	Director, Children Centers 1.11	District Librarian 1.12	Principals 1.13	Teachers 1.14	Parent Advisory Groups 1.15	Pupils 1.16
Employ Superintendent	A/B	C												C	D	N
Evaluate Superintendent	A	N	B											N	N	N
Employ Asst. Supt.	A	C	B											D	D	N
Evaluate Asst. Supt.	D	N	A/B	C	C									N	N	N
Employ Directors		C	A	B	B									D	D	N
Evaluate Directors		N	A	B	B									N	N	N
Employ Principals	A	C	B											D	D	D
Assign Principals	D	D	A/B	C	C									D	D	D
Evaluate Principals	D	N	A/B	C	C	N	N	N	N	N	N	N	C	N	N	N
Employ, assign and evaluate Pupil Personnel Services personnel		C		C	A			B	D	D	D	D	C	D	N	N
Employ, assign and evaluate teachers			C	A	C	D	D	N	N	N	B	N	B	D	N	N
Determine number of teachers per school		D	A	C	B			C			C		C	D	D	N
Employ, assign and evaluate aides			C	A	C	D	D	N	N	N	B	N	B	C	D	N

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A^1 - Admin. Services Division
A^2 - Educ. Service Division
N - Not involved

Involvement Legend
A - Makes final decision to accept or reject
B - Has prime responsibility to plan and make recommendations
C - Is involved in formulation of plan and recommendations
D - Is informed of the decision
Assume that A includes B, C, and D; that B includes C and D; that C includes D.
Put an * asterisk for school program only. It is not necessary to fill in all spaces.

DECISION MAKING MATRIX

Personnel Functions
Redondo Beach City School District

TYPE OF DECISION	Board of Education	Management Team	Superintendent	Deputy Supt., Adm.	Asst. Supt., Educ.	Director, Fiscal Services	Director, Curr.	Director, Pupil Personnel	Director, M & O	Director, Food Services	Director, Children Centers	District Librarian	Principals	Teachers	Parent Advisory Groups	Pupils
	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10	1.11	1.12	1.13	1.14	1.15	1.16
Employ and evaluate classified staff (school level)		N	C	A	C	D			C		B		B	N	N	N
Employ, assign and evaluate cafeteria personnel		D		A						B			C	N	N	N
Employ, assign and evaluate Business Office personnel		D		A		B								N	N	N
Employ, assign and evaluate M & O personnel		D		C		A			B				C	N	N	N
Employ, assign and evaluate Children's Center personnel		N		C	A						B		C	N	N	N

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A^1 - Admin. Services Division
A^2 - Educ. Service Division
N - Not involved

Involvment Legend
A - Makes final decision to accept or reject
B - Has prime responsibility to plan and make recommendations
C - Is involved in formulation of plan and recommendations
D - Is informed of the decision
Assume that A includes B, C, and D; that B includes C and D; that C includes D.
Put an * asterisk for school program only. It is not necessary to fill in all spaces.

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DECISION MAKING MATRIX

Instructional Functions
Redondo Beach City School District

TYPE OF DECISION	Board of Education 1.1	Management Team 1.2	Superintendent 1.3	Deputy Supt., Adm. 1.4	Asst. Supt., Educ. 1.5	Director, Fiscal Services 1.6	Director, Curr. 1.7	Director, Pupil Personnel 1.8	Director, M & O 1.9	Director, Food Services 1.10	Director, Children Centers 1.11	District Librarian 1.12	Principals 1.13	Teachers 1.14	Parent Advisory Groups 1.15	Pupils 1.16
Establishment of long-range District goals	A	C	B											C	C	D
Organizes, monitors, and evaluation of new programs	D	C	A	D	B	D			D	D				C	D	D
Monitor and evaluation of existing programs	D	C	A	D	B	D			D	D				C	D	D
Selection and evaluation of instructional materials	A	C		D	B	D			D	D				C	C	D
Organizes District special projects	D	C			A	D		B	D	D				D	D	D
Evaluation of District special projects	D	C	A		B				D	D	D			C	C	D
Initiation of special projects in school	D	C	A										B	C	C	D
Evaluation of special projects in school	D	C	A		B				D	D				C	C	D
Organize, monitor and evaluate Special Education programs	D	C	A		B				D	D	D			C	C	D

A^1 - Admin. Service Division
A^2 - Educ. Service Division
N - Not involved

Involvement Legend
A - Makes final decision to accept or reject
B - Has prime responsibility to plan and make recommendations
C - Is involved in formulation of plan and recommendations
D - Is informed of the decision
Assume that A includes B, C, and D; that B includes C and D; that C includes D.
Put an * asterisk for school program only. It is not necessary to fill in all spaces.

DECISION MAKING MATRIX

Instructional Functions
Redondo Beach City School District

TYPE OF DECISION	Board of Education 1.1	Management Team 1.2	Superintendent 1.3	Deputy Supt., Adm. 1.4	Asst. Supt., Educ. 1.5	Director, Fiscal Services 1.6	Director, Curr. 1.7	Director, Pupil Personnel 1.8	Director, M & O 1.9	Director, Food Services 1.10	Director, Children Centers 1.11	District Librarian 1.12	Principals 1.13	Teachers 1.14	Parent Advisory Groups 1.15	Pupils 1.16
Determines individual classroom organization	N	N	N		C				D	D			A	B		C
Determines District course of study	A	C			B				D	D				C	C	D
Determines course content	D	C			A				D	D			B	C	C	D
Establishes length of instructional day	A	C	B						D	D				C	C	D
Organizes psychological services	D	C			A	D		B	D	D	D	D		C	D	N
Monitors and evaluates psychological services	D	C			A	D		B	D	D	D	D		D	D	N
Organizes, monitors and evaluates health services	D	C			A	D		B	D	D	D	D		D	D	N
Organizes, monitors and evaluates MGM	D	C			A	D		B	D	D	D	D		C	D	D
Organizes inservice for teachers	D	C			A	D	B		D	D	D	D		C	D	N
Organizes inservice for management	D	C	A		B									N	N	N
Organizes inservice for classified	D	C	A	B										D	D	N

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81

A^1 - Admin. Services Division
A^2 - Educ. Service Division
N - Not involved

2/20/79 em

Involvement Legend
A - Makes final decision to accept or reject
B - Has prime responsibility to plan and make recommendations
C - Is involved in formulation of plan and recommendations
D - Is informed of the decision
Assume that A includes B, C, and D; that B includes C and D; that C includes D.
Put an * asterisk for school program only. It is not necessary to fill in all spaces.

DECISION MAKING MATRIX

Financial Functions

Redondo Beach City School District

Type of Decision

	Board of Education	Management Team	Superintendent	Deputy Supt., Adm.	Asst. Supt., Educ.	Director, Fiscal Services	Director, Curr.	Director, Pupil Personnel	Director, M & O	Director, Food Services	Director, Child. Centers	Dist. Librarian	Principals	Teachers	Parent Advisory Groups	Pupils	
	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10	1.11	1.12	1.13	1.14	1.15	1.16	
Establishes District budget priorities	A	C	B	C											C	D	
Establishes school budget priorities	D	D	A	D	D	D	D						B	C	C	D	
Establishes department budget priorities	D			A^1	A^2	B^1	B^2	B^2	B^1	B^1	B^2	C			D		
Develops District budget		C	A	B	C								C		D		
Develops school budget			A										B	C	C		
Develops department budget				A^1	A^2	B^1	B^2	B^2	B^1	B^1	B^2	C			N		
Develops 5-year plan for District	A		B	C	C								C		C		
Develops 5-year plan for school			A										B	C	C		
Develops 5-year plan for department				A^1	A^2	B^1	B^2	B^2	B^1	B^1	B^2				N		

A^1 - Admin. Service Division
A^2 - Educ. Service Division
N - not involved

1/15/79 em

Involvement Legend

A - Makes final decision to accept or reject
B - Has prime responsibility to plan and make recommendations
C - Is involved in formulation of plan and recommendations
D - Is informed of the decision

Assume that A includes B, C, and D; that B includes C and D; that C includes D.

Put and * asterisk for school program only. It is not necessary to fill in all spaces.

AUTHORITY INTERRELATIONSHIPS
(A sample chart)

THIS TYPE OF CHART COULD BE DEVELOPED FOR ANY TYPE OF POSITION OR POSITIONS.

	BOARD OF EDUCATION	SUPERINTENDENT	ASSISTANT SUPERINTENDENT	ADMINISTRATIVE ASSISTANT	DEPUTY SUPERINTENDENT	BUSINESS SERVICES: ASSISTANT SUPERINTENDENT	INSTRUCTIONAL SERVICES: CONSULTANTS	INSTRUCTIONAL SERVICES: COORDINATOR, INSTR. MATL. CENTER	INSTRUCTIONAL SERVICES: PROGRAM ADM., SPECIAL EDUCATION	INSTRUCTIONAL SERVICES: PRINCIPAL	INSTRUCTIONAL SERVICES: ASSISTANT PRINCIPAL	INSTRUCTIONAL SERVICES: DEAN	COUNSELOR-PUPIL SERVICES	ETC.
ESTABLISH BASIC POLICY	1	4*												
IMPLEMENT POLICY	6	1												
DEVELOP GOALS	2	1												
DEVELOP OBJECTIVES	2	1												
PLANNING INSTRUCTION PROGRAM	2	3												
PLANNING BUDGET	2	4												
EVALUATION OF INSTRUCTIONAL PROGRAM	2	4												
DEVELOP COMMUNITY RELATIONS	2	1												
COORDINATE STAFF IN-SERVICE	6	4												
COORDINATE IN-SERVICE TEACHERS-ADM.	6	5.												
RECRUITMENT OF PERSONNEL	2	4												
ASSIGNMENT OF PERSONNEL	2	4												
SELECTION OF PERSONNEL	2	4												
EVALUATION OF PERSONNEL	2	4												
ESTABLISH COURSE OF STUDY K-8	2	4												
ADJUST GRIEVANCES OF PERSONNEL														
ASSIGN AND DIRECT WORK OF PERSONNEL														
HIRE, RECALL, TRANSFER PERSONNEL														
SUSPEND PERSONNEL														
PROMOTE, REWARD PERSONNEL														
DISCIPLINE PERSONNEL														

1. Actual responsibility
2. Approves
3. Advises
4. Recommends
5. Must be consulted
6. May be consulted

*Numbers are put in only for illustrative purposes Districts should start without numbers and put in their own numbers.

From "Participative Management: Decentralized Decision Making" - ACSA

CONSENSUS DECISION MAKING

When it is appropriate to adopt the consensus decision-making mode, the following operational guidelines are suggested:

1. Avoid decision procedures such as majority vote, tossing a coin, averaging, or bargaining. Such procedures will tend to split the group into winners and losers, and foster argumentation rather than rational resolution.

2. Encourage others to express their differing opinions. The team needs all the information available, and sometimes the quieter members of the team need encouragement to contribute.

3. Avoid blindly arguing for your own personal ideas or "competing" with other team members. In management by consensus, either the group is victorious or no one wins.

4. Do not try to arrive at premature agreements or compromises. Such decisions are often made with insufficient information and without clearly outlined underlying assumptions.

5. Avoid changing your mind solely to reach an agreement or to alleviate conflicts.

6. Each point of view should be paraphrased accurately to the satisfaction of its advocate prior to any action being taken. This is especially important with respect to those with minority views, since they should feel that their suggestions have been understood by all.

7. Once the decision has been reached, everyone should agree to support and not subvert it.

8. Of utmost importance are clear expectations of what method of decision making will be utilized for any specific decision. These expectations should be clarified in advance so that team members are aware of the "rules of the game."

- ERS Monograph on Management Team

Appraisal - EXAMPLES:

* Member of Management Team -

  Sweetwater
  Redondo Beach

* Superintendents' Management Team Self Assessment List -

  ACSA Superintendency Committee

* Management Team Survey - NOW -

  Rio Linda

* Assessing Another Part of the Management Team: The Board of Education -

  Mt. Diablo

SWEETWATER UNION HIGH SCHOOL DISTRICT

CLASSIFICATION: Personnel

POLICY NO.: 4115.5

SUBJECT: Performance Appraisal, Management Personnel

ADOPTED: February 2, 1978

RESPONSIBLE OFFICE: Assistant Superintendent, Personnel Services

REVISED: June 7, 1979

APPLICABLE REGULATIONS: 4115.5.1

PAGE 1 **OF** 2

It is the Board's position that an appraisal system for management personnel is fundamental to the evaluation and improvement of professional services rendered by school administrators and others who serve in a supervisory capacity in the district. The Board holds that a continuous appraisal of performance in which all administrators are evaluated in terms of stated philosophy, goals and objectives is an essential aspect of that appraisal system. Furthermore, the Board believes that employment of the principles of "educational leadership by objectives" in appraisal of management personnel stimulates self-improvement and encourages the continual development of quality educational programs.

To provide the necessary relevant, realistic, documented assessment of the performance of management personnel, it is the policy of the Board to develop and implement a management personnel appraisal plan that:

1. Encourages management personnel to participate in decision-making processes.
2. Demonstrates commitment of management personnel to excellence and individual and collective accountability for goals, objectives and standards derived from job descriptions and priority objectives established for the district.
3. Assists management personnel in the individual and collective pursuit of excellence.
4. Provides for a mutual setting of goals and objectives and the mutual assessment of attainment of these goals and objectives.
5. Focuses on individual contributions to management's collective efforts to meet pre-determined goals and objectives.
6. Assists management personnel to achieve their highest potentials.
7. Builds a climate of open communication and trust with a high tolerance for different opinions and personalities.
8. Ensures due process for each member of the management staff.
9. Parallels as closely as possible the evaluation of instructional and support staff.
10. Encourages self-improvement, positive change in attitude and an expanded view of the total educational process.

11. Establishes identifiable standards of performance for specific management positions.

Legal Reference: Education Code

35160	Powers and duties of governing boards
33039	State guidelines for teacher evaluation
35014	Adoption of rules by governing boards
35020	Duties of employees fixed by the governing board
35035	Powers and duties of the superintendent
44030	Employee rights and duties
44660-44665	Evaluation and assessment of performance of certificated personnel

SWEETWATER UNION HIGH SCHOOL DISTRICT

CLASSIFICATION: Personnel

REGULATION NO.: 4115.5.1

SUBJECT: Performance Appraisal, Management Personnel

LEVELS: Management Personnel

RESPONSIBLE OFFICE: Assistant Superintendent, Personnel Services

ADOPTED: February 2, 1978

REFERENCE: Policy 4115.5
ED 35160, 3039, 35014, 35020, 35035, 44030, 44660-44665

REVISED: June 7, 1979

The following guidelines and procedures shall be followed in appraising performances of management personnel:

A. Appraisal Assignments

The administrator with direct line responsibility shall be the appraiser unless otherwise directed by the Administrative Cabinet in accordance with conflict resolution procedures.

B. Appraisal Schedule

1. All management personnel shall be appraised annually.

2. See schedule attached as Exhibit 4.

C. Responsibilities of the Appraiser

1. Prior to goals-setting conference:

   a. Reviews job responsibilities as defined in the appraisee's job description.

   b. Ensures himself/herself that the appraisee's job description agrees with the appraisee's "real" job or that differences, should they be cited, are clearly noted by both parties.

2. Working with the appraisee during the goals-setting conference:

   a. Reacts to appraisee's identification of long-range goals and short-range objectives.

   b. Arrives at mutual agreement regarding:

      (1) Suitability of goals and objectives.

      (2) Specific standards of performance.

      (3) Evaluation criteria.

      (4) Constraints and support requirements.

      (5) Strategies for monitoring performance.

(6) Dates projected for achievement of objectives.

c. Should the appraisee and appraiser be unable to reach a consensus on the substance and/or language of the Management Appraisal Agreement, a conference between both parties and the next higher line administrator will be called. The Administrative Cabinet, collectively, shall serve as the next higher line administrator where none is identified.

(1) This next higher line administrator shall assist the two parties in resolving the differences or effecting a compromise.

(2) Should it prove impossible to reach a compromise, this next higher line administrator shall determine goals and objectives statements appropriate for the appraisee.

(3) Decision of this next higher line administrator regarding goals and objectives to be addressed during the appraisal cycle shall be final.

d. Completes and signs the Management Appraisal Agreement (see exhibit 1).

3. Monitors performance of appraisee during the appraisal period.

a. Conducts interim conferences and/or observations of sufficient number and depth to provide data for a meaningful appraisal.

b. Assists appraisee in achieving goals and objectives, when evidence indicates appraisee requires assistance.

4. Schedules and conducts an appraisal conference at conclusion of the appraisal period, during which he/she:

a. Reviews comments and data provided by appraisee in analyzing performance and levels of achievement of pre-established goals and objectives.

b. Makes appropriate notations in the Comments column of the Appraisal Agreement document.

c. Completes Appraisal Summary document (see exhibit 2).

d. If Section III of the Appraisal Summary document contains an "unsatisfactory" or "requires improvement" notation, completes the Appraisal Addendum document (see exhibit 3).

e. Signs, obtains signature of appraisee indicating the comments have been reviewed by the appraisee, and distributes copies as follows:

(1) White copy (original) to Personnel Services;

(2) Canary copy retained by the appraiser;

(3) Pink copy to the appraisee.

D. Responsibilities of the Appraisee

1. Prior to goals-setting conference:

a. Reviews job responsibilities as defined in job description.

A well-defined job description should provide the framework or scope of the responsibilities held. Job descriptions should be revised and updated. However, if the printed job description doesn't agree with the "real" job, the appraisee is obliged to discuss differences with the appraiser.

b. Identifies and prepares a tentative list of long-range goals and related short-range objectives to be addressed during the appraisal period.

2. Working with the appraiser during the goals-setting conference:

a. Establishes mutually-acceptable goals and objectives

(1) Indicates in writing goals he/she establishes for his/her department, site, and/or position.

(2) Indicates objectives selected from broad areas of responsibility. These should focus on specific short-range tasks that can be accomplished during the appraisal period.

b. Establishes assessment techniques and criteria for certifying levels of achievement in respect to each of the goals and objectives.

c. Identifies constraints and required support.

d. Establishes dates projected for achievement of objectives.

e. Ensures that language is concise, clear and mutually understandable.

f. Works with appraiser to resolve differences should they arise.

g. Completes and signs the Management Appraisal Agreement form (see exhibit 1).

3. Works to achieve goals and objectives.

   a. During this on-going effort, continually appraises own actions and assesses own effectiveness.

   b. Where need is identified, seeks assistance from the appraiser.

4. At the end of the appraisal period, in accordance with timeline established during the goals-setting conference:

   a. Conducts self-appraisal.

   b. Completes Comment section of the Appraisal Agreement and forwards the document with all supporting information to the appraiser no later than five (5) working days prior to the scheduled appraisal conference.

CONFLICT REVIEW PROCESS

A. Initiating Appraisal Review

1. An appraisee who disagrees with an appraisal must file a written request for formal reappraisal with the Administrative Cabinet within five (5) working days following the final appraisal conference.

2. The appraisee, and the appraiser upon receipt of information that the appraisee is filing a formal request for appraisal review, shall prepare written statements indicating where they feel disagreement exists and their positions as to reasons for disagreement.

B. Establishing an Ad Hoc Appraisal Review Committee

1. The Administrative Cabinet shall establish an ad hoc appraisal review committee within five (5) working days after receiving a written request for a formal appraisal review. The appraisal review committee shall be constituted as follows:

   a. One (1) member of the District administrative staff to be designated by the appraisee.

   b. One (1) member of the District administrative staff to be designated by the appraiser.

   c. One (1) member of the District administrative staff identified by and mutually acceptable to both the appraisee and appraiser nominees who shall serve as chairperson.

d. In event the appraisee and appraiser nominees cannot reach agreement on a third party, the impasse shall be resolved by the appraisee and appraiser nominees alternately striking the names from a list of five (5) candidates provided by the Administrative Cabinet.

(1) The nominee given the first "strike" shall be determined by toss of a coin.

(2) The person whose name remains after both appraisee and appriaser nominees have had two (2) "strikes" shall be the third member of the committee and serve as chairperson.

(3) In all cases, committee members shall not be administrators with direct line of responsibility for either of the other committee members or of the appraisee or appraiser involved.

2. The Administrative Cabinet shall notify the appraisee in writing of activation of the ad hoc appraisal review committee and clearly define its charge.

3. The ad hoc appraisal review committee shall initiate action within ten (10) working days following formal activation.

C. Appraisal Review Procedures and Guidelines

1. The Committee may consider only documentation of present and past appraisals of the appraisee's performance as a member of the district staff.

2. If appraisal is determined to be questionable, with or without sufficient documentation, the committee may recommend to the Administrative Cabinet:

a. Reappraisal by the appraiser.

b. Modification of the disputed appraisal by agreement between appraisee and appraiser.

c. Additional appraisal by another appraiser appointed by the committee.

d. Filing of the original appraisal with comments of the ad hoc review committee attached.

3. Recommendations made by an ad hoc review committee must be included as part of any brief compiled to provide decision makers with information when considering possible disciplinary action against a member of the management staff.

DISMISSAL, DEMOTION OR OTHER PUNITIVE ACTION TAKEN BECAUSE OF BELOW-STANDARD PERFORMANCE APPRAISAL

A. Notification

1. When a reasonable amount of time has been allowed for the appraisee to improve his/her performance and, when additional counseling and assistance has been provided and documented by the Administrative Cabinet, and when difficulty or failure to meet agreed upon objectives continues, dismissal, demotion or other action may be warranted.

2. Should such action be contemplated, the appraisee shall be given written notice at least 90 days prior to the date such action is to take place. In the absence of such written notice of intent to release, reassign, or take other action, the appraisee shall be continued in his/her position.

3. Such written notice shall include:

   a. Description of specific nature of the unsatisfactory performance supported by one or more Appraisal Summaries with Addendums and such other backup data as necessary to clearly identify problem area(s).

   b. Contingency prescription specifying standards of expected performance. The contingency prescription specifies that recommendation for retention in present position is contingent upon demonstration of prescribed improvement of performance within a stated time period. If the contingency is not fulfilled, the Superintendent, with input from the Administrative Cabinet, shall recommend appropriate action to the Board of Trustees.

   c. Description of assistance to be provided to help improve performance.

   d. Description of methods by which performance improvement is to be documented.

   e. Date for verifying results of efforts to improve performance.

B. Follow-up Appraisal Conference

1. If additional counseling and other assistance provided through this more formal and documented appraisal process fails to help the appraisee improve his/her performance a final appraisal conference shall be called by the Superintendent.

2. The purpose of this conference is to accord the appraisee his rights as they relate to review and response to Appraisal Summaries and the contingency prescription prior to the Superintendent, with input from the Administrative Cabinet, preparing recommendation for dismissal, demotion,

or other action to be forwarded to the Board for consideration.

3. The Superintendent, with input from the Administrative Cabinet, shall implement procedures when the appraisee requests a hearing by the Board of Trustees.

C. Safeguards Accorded Both Board and Appraisee

1. Procedures herein described in no way circumvent the Board's prerogatives in matters effecting the permanent status of employees provided for in the Education Code.

2. Procedures herein described in no way preclude management personnel from seeking protection of State and Federal due process provided by statute and regulations and/or embedded in State and Federal Constitutions.

POLICY REVIEW

A. This policy for the appraisal of management personnel is to be reviewed annually by a committee composed of an equal number of site and central office administrators/supervisors with representation from each of the major managerial/supervisorial levels.

B. Recommendations for change in policy or implementing regulations shall be submitted to the Board for action in accordance with procedures established for policy change.

SEE REVERSE SIDE OF FORM FOR INSTRUCTIONS

SWEETWATER UNION HIGH SCHOOL DISTRICT

PERFORMANCE APPRAISAL - MANAGEMENT PERSONNEL

MANAGEMENT PERSONNEL APPRAISAL AGREEMENT

APPRAISAL PERIOD

BEGINNING _____

ENDING _____

NAME _____ SCHOOL/DEPARTMENT _____ POSITION _____

APPRAISEE GOAL CLASSIFICATIONS: ☐ Instruction Management ☐ Personnel Management ☐ Administrative Service

☐ Self Improvement ☐ Community Relations ☐ _____ (Other)

APPRAISEE GOAL:

WHY SELECTED:

1.0 APPRAISEE OBJECTIVE(S)	2.0 STRATEGIES (Plan of Action)	3.0 ASSESSMENT TECHNIQUES	4.0 PROJECTED DATE OF COMPLETION

Appraisee's Signature _____ Date _____ Appraiser's Signature _____ Date _____

WHITE COPY—Evaluator
CANARY COPY—Evaluatee

5.0 COMMENTS

GENERAL EFFECTIVENESS

APPRAISEE	APPRAISER

PROGRESS OR DEGREE OF EFFECTIVENESS IN ATTAINING GOALS AND OBJECTIVES

APPRAISEE	APPRAISER

EXHIBIT 1

81

97

93

4115.5.1

INSTRUCTIONS

Goals connote long-range objectives that are fundamental and on-going and which must be pursued steadily over an extended period of time. Objectives are tasks that can be accomplished during the day-to-day job performance. Goals and objectives should focus not only on areas needing improvement, but also concentrated on plans which stimulate growth and development in the various areas of responsibility, particularly as these relate to Board-established District Goals and Objectives. Major areas are: administration, organization, finance and business management, personnel management, curriculum and instruction, school and community relations, and professional growth.

APPRAISEE (With support and guidance of Appraiser) COMPLETES DURING GOALS-SETTING CONFERENCE:

1.0 PERSONAL or SITE/DEPARTMENT GOALS AND RELATED OBJECTIVES

Lists objectives as sub-headings of the goals. Effort should be made to place goals and objectives into logical groups. Objectives are to be stated in terms of outcomes expected and indices of achievement with appropriate evaluative criteria.

2.0 PLAN OF ACTION/STRATEGIES

Includes brief statements on techniques and processes proposed for accomplishing each objective. May include constraints and/or support required if objectives are to be achieved.

3.0 ASSESSMENT TECHNIQUES

Includes statement on kind and sources of information that will be used to determine the degree to which the objectives have been achieved.

4.0 PROJECTED DATE OF COMPLETION

Represents realistic time frame in which appraiser plans to complete all tasks leading to satisfactory achievement of each objective.

APPRAISEE (Following self-appraisal at end of appraisal period) COMPLETES:

5.0 COMMENT

Identified indicators of conditions illustrating level of achievement of each objective and, where necessary, explains variance between level achieved and level projected. Sufficient evidence should be included to support conclusions reached during self-appraisal process.

APPRAISER (Providing support and guidance to Appraisee) APPROVES:

1.0 PERSONAL or SITE DEPARTMENT GOALS AND RELATED OBJECTIVES

2.0 PLAN OF ACTION/STRATEGIES

3.0 ASSESSMENT TECHNIQUES

4.0 PROJECTED DATES OF COMPLETION

APPRAISER (With Appraisee during or immediately following appraisal conference(s)) COMPLETES:

5.0 COMMENTS

Entries are made to reflect Appraiser's perception of level of accomplishment of each objective.

IN ADDITION, APPRAISER COMPLETES APPRAISAL SUMMARY, and when necessary, APPRAISAL IMPROVEMENT PLAN.

BEST COPY AVAILABLE

SWEETWATER UNION HIGH SCHOOL DISTRICT
PERFORMANCE APPRAISAL - MANAGEMENT PERSONNEL

4115.5.1

APPRAISAL SUMMARY

APPRAISEE: _____

SCHOOL/DEPARTMENT: _____

POSITION: _____

SECTION I: PERFORMANCE APPRAISAL RE: OBJECTIVES INDICATED

Unsatisfactory	Requires Improvement	Effective	Objectives
☐	☐	☐	1.0 _____
☐	☐	☐	2.0 _____
☐	☐	☐	3.0 _____
☐	☐	☐	4.0 _____

SECTION II: COMMENTS BY APPRAISER (Attach additional written comments as needed.)

SECTION III: COMPOSITE PERFORMANCE APPRAISAL (If marked "requires improvement" or "unsatisfactory", Performance Evaluation Addendum must be completed.)

Unsatisfactory ☐ Requires improvement ☐ Effective ☐

SECTION IV: COMMENTS BY APPRAISEE (Attach additional written response as needed.)

APPRAISER

_____
Signature(s)

_____
Title

_____
Date

APPRAISEE

I certify that this report has been discussed with me. I understand my signature does not necessarily indicate agreement.

_____ _____
Signature Date

White - Personnel Services
Canary - Appraiser
Pink - Appraisee

Form No. 8543

SWEETWATER UNION HIGH SCHOOL DISTRICT
PERFORMANCE APPRAISAL -- MANAGEMENT PERSONNEL

4115.5.1

APPRAISAL ADDENDUM

Instructions: This form MUST be completed when Section III of the Performance Appraisal Summary contains an "unsatisfactory" or "requires improvement" notation. The Addendum shall be attached to each copy of the Performance Appraisal document. If the form does not provide sufficient space, please attach a supplementary sheet for any section (A, B, or C).

APPRAISEE

School or Department

A. APPRAISER: Describe areas of performance considered unsatisfactory or requiring improvement.

B. APPRAISER: Describe specific assistance provided (include dates).

C. APPRAISER: Describe results of assistance (include dates).

APPRAISER	APPRAISEE
Signature	I certify that this report has been discussed with me. I understand my signature does not necessarily indicate agreement.
Title	Signature
Date	Date

White - Personnel Services
Canary - Appraiser
Pink - Appraisee
Form No. 8544

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EXHIBIT 3

Performance Appraisal - Management Personnel

TIMELINE

Prior to Goals-setting Conference	Each member of the management staff carefully reviews appraisal guidelines, examines own past performance, reviews staff surveys or other appropriate needs assessment documents and makes tentative identification of goals and related objectives for the coming school year.
April May June	Appraisee identifies tentative goals and objectives which he/she considers appropriate for his/her respective area(s) of responsibility with feasible timeframe, valid indices of success, support requirements, etc.
Sept. Oct. (No later than Oct. 15)	Appraisee validates and/or modifies goals and objectives. Appraisee identifies, on the appraisal instrument (forms), the goals and objectives he/she proposes for his/her respective area(s) of responsibility. Appraisee and appraiser mutually agree on the suitability of the goals, expected dates of completion indices of success, necessary support from other district elements, etc., and complete and sign an appraisal agreement.
Oct. Nov. Dec. Jan. Feb. March	Appraisee carries out regularly assigned supervisory and administrative duties. Appraisee is continually involved in self-appraisal of effectiveness in meeting goals and achieving established objectives. Interim appraisal conferences to assess progress may be scheduled by either appraisee or appraiser.

NOTE 1: *When serious concern arises regarding performance of an appraisee, the appraiser shall schedule an interim appraisal conference NO LATER THAN JANUARY 15, to afford the appraisee and appraiser an opportunity to mutually address concerns and correct deficiencies in performance that could lead to unacceptable levels of success in meeting goals and achieving objectives.*

NOTE 2: *Appraisee shall be notified in writing NO LATER THAN MARCH 1 if his/her management contract is not to be renewed.*

NOTE 3: *The January 15 and March 1 target dates may be modified as necessary to comply with statutory due process safeguards as they relate to administrative personnel holding multi-year contracts.*

April May June	Performance appraisal conference is conducted. Attainment of goals and levels of success in achieving objectives are assessed. Overall appraisal of performance is made. Ongoing goals are reassessed and appraisee goals and objectives for the coming school year tentatively identified. NOTE 4: *The Appraisal Summary, with Addendum if necessary, shall be completed in triplicate NO LATER THAN JUNE 30. One copy shall be retained by the appraisee, one copy by the appraiser, and one copy shall be forwarded to the Personnel Office for inclusion in the appraisee's personnel file.*

EXAMPLE OF PERFORMANCE APPRAISAL OF MEMBER OF MANAGEMENT TEAM

MANAGEMENT EVALUATION SYSTEM

Redondo Beach City School District

The evaluation system for management personnel is based on the concepts of participative management. The goals of this system are: a) Improved performance, b) greater feelings of self-realization, c) mutual understanding between manager and subordinate of acceptance of goals and objectives, and d) better attitude toward performance evaluation.

Management by Objectives

Participation is an essential element in this process. The essence of the MBO approach is for the subordinate and the superior to mutually select measurable targets or performance objectives for which a manager will be evaluated.

The job description or role and responsibility statement defines the requirements of a managerial position and its authority and responsibility. These defined areas are to be used as the basis of objective selection together with the general outline of management functions and any applicable district objectives determined by the Board of Education as set forth in the Superintendent's Objectives.

Evaluation Process

1. The subordinate shall submit a minimum of one challenging objective in each area of management functions to his/her superior, using the Objective Record Form, by July 15.

2. A conference shall be held within a one-month period between the superior and manager for the purpose of discussing, modifying and mutually agreeing to objectives.

3. Managers shall submit a Monthly Objective Report during the year on the first of the month to their superior.

4. Superiors shall confer with managers at least twice during the year, for the purpose of coaching and mutual problem solving.

5. The formal evaluation process shall normally be completed by July 1, and consist of the following:

   a) Self-appraisal - A narrative report completed by the manager - concerning the perceived progress to meeting the agreed upon objectives. This is to be submitted to the superior by June 1st.

b) Evaluation Conference - A meeting between manager and superior shall take place to discuss the self-appraisal report and other data.

c) Annual Evaluation Summary - A narrative report by the superior, based upon the self-appraisal, the Evaluation Conference, and other data, shall be completed. Normally, the superior and the manager shall meet to discuss the evaluation. Both parties shall sign the Annual Evaluation Summary. The evaluator's superior (reviewer) shall also sign the summary.

6. Superior and subordinate may mutually agree during the year to add, delete or modify objectives.

MANAGEMENT FUNCTIONS

I. Managing Human Resources

A. Provides for development of subordinates
B. Maintains effective employer/employee relations
C. Supervises, directs and disciplines well

II. Managing Financial and Material Resources

A. Plans and well executes budget
B. Realizes budget savings
C. Plans and utilizes material resources well
D. Realizes a savings in material

III. Managing Work Systems and Operations

A. Controls his/her work
B. Has effective and realistic short and long term plans
C. Develops and establishes goals and objectives
D. Meets goals in a timely manner
E. Develops and improves systems and operations
F. Is responsive
G. Work is accurate
H. Develops and implements policies

IV. Managing Information

A. Reports thoroughly and promptly
B. Communicates effectively with superiors, subordinates, and the public
C. Makes effective use of information sources

V. Managing as a Member of the Team

A. Has a positive public relations image
B. Has effective relations with the Superintendent, Board and other managers

VI. Managing Change

A. Handles emergencies effectively
B. Reaction to internal and external influences
C. Is innovative and adaptable
D. Takes risks
E. Looks ahead, anticipates the future, and acts accordingly

VII. Personal Management

A. Accepts responsibility and accountability
B. Is independent, consistent and reliable
C. Accepts and uses criticism
D. Displays an ethical approach in all his/her activities
E. Has personal development goals

SUPERINTENDENT'S MANAGEMENT TEAM SELF ASSESSMENT LIST

TO : All Superintendents

FROM: Ron Stewart, President, ACSA

Under Collective Bargaining the development of a meaningful and successful Management Team is one of the major challenges to every superintendent in California. Following is a check-list of suggested practices of successful Management Teams which should be seriously considered by superintendents of each school district in the State. It is obvious that the Management Team model will vary with the size of the school district.

This is intended as a self-assessment.

	YES	IN PROCESS	NO	NOT APPLICABLE
1. Have you established a separate set of Management Team board policies?				
a) Do your Management Team board policies include the following:				
Administrative work year.....				
Administrative vacation schedule...				
Reassignment policy.....				
Promotion policy.....				
Dismissal policy.....				
Administrative evaluation policy...				
Employment policy.....				
Staff cutback policy.....				
Professional growth policy.....				
Professional organizational activities policy.....				
Leave policy.....				
Definition of the role of the Management Team.....				
b) Have you provided fringe benefits beyond other employees:				
Health Insurance.....				
- for family.....				
Life Insurance.....				
Optical.....				
Physical Exams.....				
Car mileage.....				
Early Retirement.....				
Normal leave policies.....				
Dental.....				

	YES	IN PROCESS	NO	NOT APPLICABLE
2. Have you developed a Management Team Salary Schedule separate from the teacher salary schedule.....				
3. Have you placed representative site level administrators on the superintendent's cabinet.....				
4. Have you developed a job description for each position on the Management Team.....				
5. Have you developed and adopted a board policy on management problem-resolution procedures.....				
6. Have you placed representatives of site level and central office on the negotiating team.....				
a) Is there a Management Team representative in executive session when discussing negotiations and/or management issues.....				
b) Is there a procedure whereby these representatives report back to their constituents on the Management Team.....				
7. Have you developed a written procedure for Management Team input to:				
Budget development.....				
Policy development.....				
Negotiating posture.....				
Appropriate Board agenda recommendations.....				
8. Is there Management Team involvement in selection of other administrators, including written definition and model of the role and responsibilities of the members of the Management Team.....				
9. Have you considered multi-year contracts for members of the Management Team.....				

	YES	IN PROCESS	NO	NOT APPLICABLE
10. Have you established regularly scheduled meetings of the Management Team with the superintendents which allows for two-way communication.....				
11. Have you had in-service sessions on school finance with Management personnel.....				
12. Have you budgeted for Management Team staff development.....				
13. Have you had in-service session to acquaint all Management personnel with one another's scope of responsibilities and interrelations, including classified management.....				
14. Have you had in-service sessions with the school board regarding role and function of Management personnel in light of union activities.....				
15. Have you developed a procedure for evaluation of the Management Team process.....				
16. Have you developed a board policy regarding relationship between Management Team/Board and between members of the Management Team.....				
17. Do you have a procedure for Management Team evaluation of superintendent.....				
18. Do Board and Management Team get together informally.....				

ACSA would appreciate receiving samples of exemplary Management Team policies and/or models if you feel you have a particularly good policy, procedure, or model. Please forward a copy to Bill Cunningham at the ACSA Burlingame office.

Secondly, may we remind you that ACSA and California School Boards Association have District Management Team Services available at no cost to help you, your Board and your Management Team in the implementation of this important concept. In order to get Team Services in your district, you should call Ray Curry at the ACSA Burlingame office - (415) 692-4300.

Management Team Survey - NOW

The purpose of this questionnaire is to provide a vehicle for the periodic evaluation of the functioning of the Management Team. The article published in "Thrust"* by the Rio Linda Union School District includes these statements: "The Management Team Process is based on an agreed - upon model. Team members have received training in how it functions and the process is evaluated periodically. Procedural changes will continue to be necessary if the process is to maintain its efficacy, and the ongoing evaluation built into the model provides feedback for consideration in this regard."

"We plan to re-examine our Management Team procedures with a critical eye this year. We will review the process with the entire team, striving to build a more thorough and uniform understanding. We feel the need for improving the ongoing evaluation and monitoring process which will provide a current gauge of its effectiveness and will allow for change and redirection."

The "Thrust" article provides the source of the majority of the statements and concepts encompassed by this questionnaire which is divided into three (3) sections:

I. - Purpose of the Management Team Process

II. - Key Elements of the Management Team Process

III. - Groupings within the Management Team Process.

Evaluation Criteria:

1. Extent to which we are doing it now. (compliance)
2. To what extent are we committed, how hard are we working at it. (involvement)
3. To what extent is it working well. (effectiveness/efficiency)
4. To what degree do we like it, do we trust it. (atmosphere)

Evaluation Reading Scale:

Scale ranges 1 to 7: Explanation.

1	2	3	4 (N) (U) (UR)	5	6	7
Strongly disagree/disapprove	⟷		Neutral Undecided Unable to Rate	⟷		Strongly agree/approve support

(over)

*The Management Team and Survival, pages 5-8, Vol. 8, No. 2, Nov., 1978. Association of California School Administrators.
Note: For additional information obtain Operations Notebook #26,"The Management Team and You," published by ACSA.

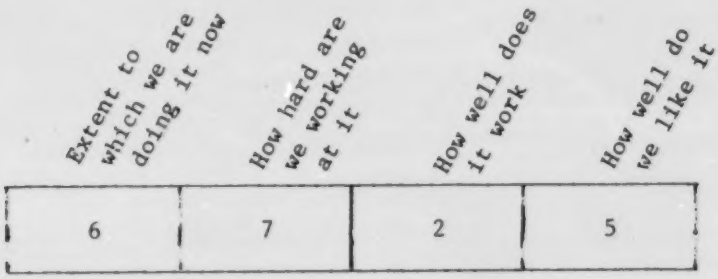
Directions:

Place the rating representing your judgment in the boxes provided after each statement.

If the rating of 4 is used, mark: N for neutral
U for undecided
UR for unable to rate (insufficient information)

Example:

Summer recess provides a period of recuperation.



Also, at the top right hand corner of each page, in the box provided, circle the letter which represents your membership group.

A. Cabinet
B. Classified
C. Coordinator
D. Psychologist
E. Site Manager (or Assistant Site Manager)

A	B	C	D	E

There are 2 ratings to be made for each of the statements: In the first column under each criterion rate the the Management Team as a group; in the second column under each criterion rate yourself individually.

I. Purpose of the Management Team Process.

The stated purposes of the Management Team Process follows. Please rate current functioning for each:

	Extent to which we are doing it now.		How hard are we working at it.		How well does it work.		How well do we like it.	
	Group	Indiv.	Group	Indiv.	Group	Indiv.	Group	Indiv.
A. Build the strengths and promote the effectiveness of each member.								
B. Utilize the input of employees and members of the community.								
C. Share among the members of the Management Team the responsibility and authority for the management of the district.								
D. Utilize the contributions of the Management Team while working on the central issues that affect the aims or goals of the school district.								

Comments: _____

_____

_____

A	B	C	D	E

II. Key Elements of the Management Team Process.

A. As a member of the Rio Linda Management Team, each individual is provided an opportunity to define problems from his/her perspective.

B. The Management Team process allows each individual to be involved in the resolution of problems affecting his/her professional role.

C. Members of our Management Team respect one another and realize that action involves risk taking and error. In an atmosphere of trust and mutual respect, isolation is minimized and the development of confidence is enhanced.

D. A decided strength of our Management Team Process is that nothing is kept from the management staff. A constant flow of communication is maintained about negotiation progress, personnel issues, budget preparation, fiscal problems, community dynamics and any and all information that affects the management of the district.

E. The Management Team Process is based on an agreed-upon model. Team members have received training in how it functions and the process is evaluated periodically.

Extent to which we are doing it now.	How hard are we working at it.	How well does it work.	How well do you like it.

A	B	C	D	E

II. Key Elements of the Management Team Process, continued.

	Extent to which we are doing it now.	How hard are we working at it.	How well does it work.	How well do you like it.
F. The importance of a supportive board cannot be over-estimated as an imperative in the building of a Management Team.				
G. Decentralizing decision making results in bringing many leadership styles, attitudes, and motivations into play in the solution of problems. It is this diversity which, while it results in time consumption and ambiguity compared to a unilateral, top-level decision, contributes most to the quality of the problem solution and its support by members of the team.				
H. Continued and increased involvement of the Board of Trustees is a real necessity. As our process becomes increasingly more effective we tend to forget that the Board is not privy to the daily workings of the administration. We must avoid the kind of self-deception that assumes such a crucial process can succeed without the active participation of the Board.				

Comments: _____

_____

_____

A	B	C	D	E

III. Groupings within the Management Team Process. Rate the functioning of these groupings.

The Management Team consists of the superintendent, deputy superintendent, twenty principals, (one vice-principal), four directors, four coordinators, six psychologists, five classified managers, and public information officer.

A. Major Grouping

The arena that accommodates the total management team is the staff meeting, held twice monthly. The purpose of the meeting is to provide the setting for the following. Please rate current functioning for the Management Team as a whole:

	Extent to which we are doing it now.	How hard are we working at it.	How well does it work.	How well do you like it.
1. Presentation of concerns, questions and problems.				
2. Presentation of committee recommendations.				
3. Decision making by consensus.				
4. Inservice.				
5. Dissemination of information and sharing.				

Comments: _____

_____

_____

A	B	C	D	E

Management Team members.

What are your perceptions of how the members are using the Management Team Process in carrying out their management role.

	Extent to which we are doing it now.	How hard are we working at it.	How well does it work.	How well do you like it.
Certificated:				
Coordinators				
Deputy Superintendent				
Directors				
Business Services				
Curriculum				
Personnel				
Special Services				
Psychologists				
Public Information Officer				
Site Managers (principals)				
Assistant Site Managers (vice-principals)				
Superintendent				

Comments: _____

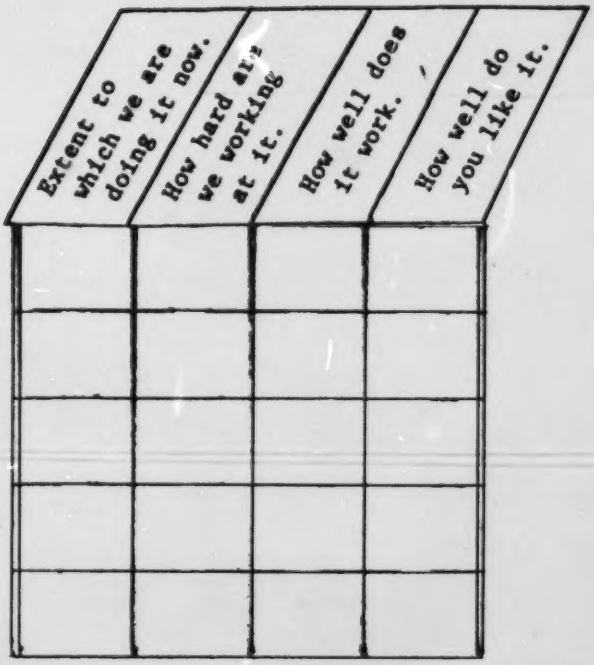
_____

_____

Management Team Survey - NOW, continued.

A	B	C	D	E

Classified:


Extent to which we are doing it now.
How hard are we working at it.
How well does it work.
How well do you like it.
Assistant Manager of Maintenance and Operations
Food Service Manager
Manager of Maintenance and Operations
Mechanical Maintenance Manager
Purchasing Manager

Comments: _____

_____

_____

Yourself:

Comments: _____

_____

_____

A	B	C	D	E

B. Small Groupings

Due to the size of our Management Team, small groups were organized to further facilitate the process. The small groups provide a setting for:

1. Discussing problems related specifically to the sub-group and making decisions.

2. Identifying problems, concerns, questions, etc., that relate to the total Management Team.

3. Developing recommendations or solutions to problems, questions and concerns sending representative to a study committee.

4. Sending a representative to a study committee. Representatives reflect feelings and concerns of their group to the study committee and communication in an ongoing basis with their group.

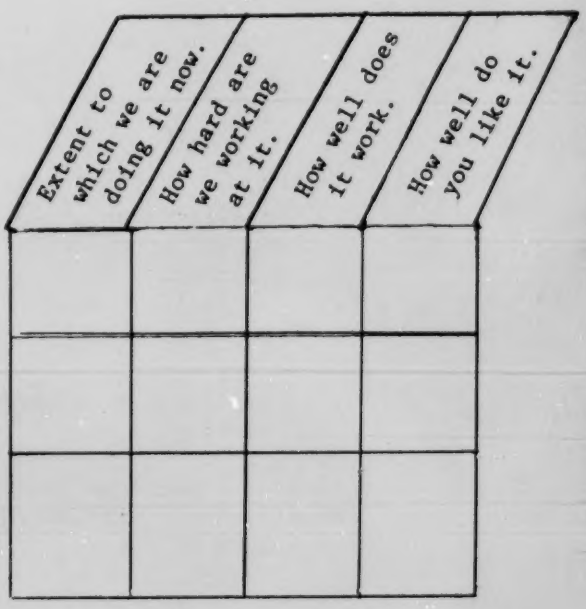
5. Providing a setting for the support of individuals.

6. Inservice.

a. The following small groups are utilized: Using the purposes listed above, rate the functions of each small group:

(1) Area Councils composed of:

Coordinators
Principals (Site Managers)
Psychologists
Vice-principals (Assistant Site Managers

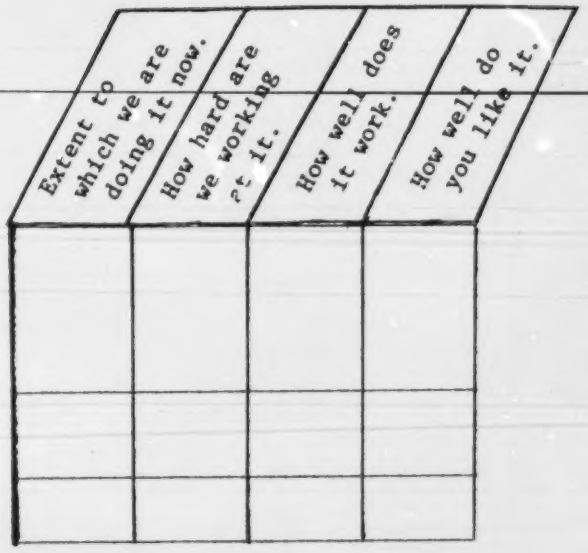


1. Discussing problems related specifically to the sub-group and making decisions.

2. Identifying problems, concerns, questions, etc., that relate to the total Management Team.

3. Developing recommendations or solutions to problems, questions and concerns sending representative to a study committee

A	B	C	D	E



4. Sending a representative to a study committee. Representatives reflect feelings and concerns of their group to the study committee and communication in an ongoing basis with their group.

5. Providing a setting for the support of individuals.

6. Inservice.

Comments: _____

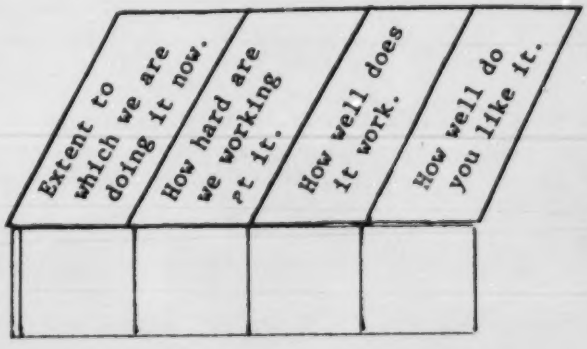
_____

_____

(2) Cabinet composed of:

Superintendent
Deputy Superintendent
Directors
Public Information Office

Area Council Representatives (as needed)
Classified Management (as needed)



1. Discussing problems related specifically to the sub-group and making decisions.

	A	B	C	D	E
	Extent to which we are doing it now.	How hard are we working at it.	How well does it work.	How well do you like it.	
2. Identify problems, concerns, questions, etc., that relate to the total Management Team.					
3. Developing recommendations or solutions to problems, questions and concerns sending representative to a study committee.					
4. Sending a representative to a study committee. Representatives reflect feelings and concerns of their group to the study committee on an ongoing basis with their group.					
5. Providing a setting for the support of individuals.					
6. Inservice.					

Comments: _____

_____

_____

(3) Sub Groups composed of:

Funded Programs
Curriculum Personnel
Special Services Personnel
Classified Management
Others formulated on a need basis.

120

A B C D E

	Extent to which we are doing it now.	How hard are we working at it.	How well does it work.	How well do you like it.
1. Discussing problems related specifically to the sub-group and making decisions.				
2. Identifying problems, concerns, questions, etc., that relate to the total Management Team.				
3. Developing recommendations or solutions to problems, questions and concerns sending representative to a study committee.				
4. Sending a representative to a study committee. Representatives reflect feelings and concerns of their group to the study committee on an ongoing basis with their group.				
5. Providing a setting for the support of individuals.				
6. Inservice.				

Comments: _____

_____

_____

A	B	C	D	E

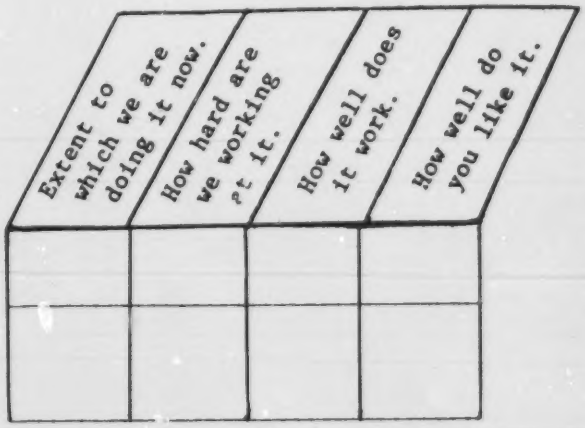
(4) Committees composed of:

The following committees have been in operation within the past two years:

Committee	Chairperson
(a) Lateral Role	Dick Halley
(b) Cum Folder	Bob McCrary
(c) Itinerant Personnel	Bill Murchison
(d) Opening of School	Jay Baumgartner
(e) Management Team Formation	Nick Floratos
(f) Management Team Committee	Judy Hawkins
(g) Inservice	Bill Guest
(h) Board Policy	Corky Fergusson
(i) Social	Judy Hawkins
(j) Bus	Ken Kinne
(k) Utilization & Assignment of Personnel	John Long
(l) Discipline Study	Marilyn Hammond
(m) Gifted	Jim Potter
(n) Negotiations	Bill Murchison

Rate the functioning of Committee Personnel utilizing the following paragraph:

A study committee is formed for each problem that is not resolved at staff meetings, due to its complexity. The study committee is composed of one representative from each area council and cabinet. For some problems, the study committee may include non-management personnel as needed. The study committee's role is to make an in-depth investigation, explore alternatives and make a final recommendation to the total Management Team at the staff meeting.



1. Discussing problems related specifically to the sub-group and making decisions.

2. Identifying problems, concerns, questions, etc., that relate to the total Management Team.

A	B	C	D	E

	Extent to which we are doing it now.	How hard are we working at it.	How well does it work.	How well do you like it.
3. Developing recommendations or solutions to problems, questions and concerns sending representative to a study committee.				
4. Sending a representative to a study committee. Representatives reflect feelings and concerns of their group to the study committee and communication in an ongoing basis with their group.				
5. Providing a setting for the support of individuals.				
6. Inservice.				

Comments: _____

_____

_____

THE MANAGEMENT TEAM AND SURVIVAL

Nick Floratos, William R. Murchison, Jay Baumgartner, John Long, Bill Guest, Don Walker - THRUST, Nov. 1978, Vol. 8, No. 2.

(Note: This article provides supplementary information to "Management Team Survey - Now."

The management team concept holds the possibility of making the process of administering public education an exciting and totally rewarding challenge rather than a corporate heart attack. In the Rio Linda School District we believe we've devised a model which will bring that possibility into reality. All vital signs are good and the outlook is completely positive.

Whether your concerns, or those of your school district, are fiscal or curricular in nature, or even if collective bargaining is your only paranoia; if you haven't implemented a management team approach, involving your total management staff in the decision-making process, you are missing perhaps the most fulfilling and exciting problem-solving process you will ever enjoy in your profession. Even more regrettable, your student-constituents may eventually be short-changed more than you.

The management team - a legal and attitudinal definition

The legal definition of a management employee means any employee who is in a position which has significant responsibilities for formulating district policies or administering district programs.

School districts should be concerned not only with a legal definition but an attitudinal one; that is to say, each management employee should be an honestly functioning member of a management team. The definition of management employees as a part of a management team might read as follows: "A group of individuals identified by the board of trustees to assure the highest quality educational program to the pupils in the school district while maintaining the financial integrity of the school district."

Each district across the state would have varying interpretations of the meaning of the management team. A management team is most likely to emerge when the board of trustees and central administration realize that each member has contributions to make toward the betterment of the district and is honestly allowed to do so. This means the delegation of authority at all levels and allowing decisions to be made at the lowest possible level.

When the current superintendent was selected in the spring of 1975, one of his initial tasks was to meet individually with

administrative staff to acquaint himself with district practice and identified needs. In the fall of 1975, a management retreat was held to clarify the superintendent's points of view and identify management concerns and issues.

The early concerns included: (1) defining the management team, (2) shared decision making, (3) roles of individuals in management, and (4) development of an effective communication system.

The superintendent appointed a committee made up of personnel from each of the management groups, principals, a psychologist, a curriculum coordinator and a director, to develop an organizational structure and process that would allow our district administration to function as a management team. The committee's discussions and review of existing literature verified that if we were to have an effective operational team, it would be necessary to resolve the four major concerns listed above.

The committee developed a model to share with the superintendent and deputy superintendent for refinement. It was then presented to the total administrative staff for further refinement prior to its review by the board of trustees.

The model included several settings that would allow the management team to function in discovering, exploring and solving problems, disseminating information and exchanging ideas.

The arena that accommodates the total management team is the staff meeting, held twice monthly. This meeting provides the setting for:

(1) Presentation of concerns, questions and problems; (2) Presentation of committee recommendations; (3) Decision making by consensus; (4) Inservice; and (5) Dissemination of information and sharing of ideas.

Due to the size of our management team, small groups were organized to further facilitate the process. The following small groups are utilized:

1. Area Councils - Principals, coordinators, psychologists, vice principals (organized into geographical units).
2. Cabinet - superintendent, deputy superintendent, directors, Area Council Representatives (as needed), Classified Management (as needed).
3. Sub Groups - Funded Programs, Curriculum Personnel, Special Services Personnel, Classified Management, and others formulated on a need basis.

The small groups provide a setting for: (1) discussing problems related specifically to the sub group and making decisions;

(2) identifying problems, concerns, questions, etc., that relate to the total management team; (3) developing solutions to problems, questions, concerns, and sending representatives to a study committee; (4) providing a setting for the support of individuals; and (5) in service.

The arena for analyzing problems is the study committee. A study committee is formed for each problem that is not resolved at staff meetings, due to its complexity. The study committee is composed of one representative from each area council and cabinet. For some problems, the study committee may include non-management personnel as needed. The study committee's role is to make an in-depth investigation, explore alternatives and make a final recommendation to the total management team at the staff meeting.

The vehicle that permits the flow of information between management personnel, when problem solving, is the model outlined below. This model utilizes the contributions of the individual members of the management team while working on the central issues that affect the aims or goals of the school district.

The decision-making model assumed that individual managers will continue to have the responsibility for making decisions at their level and encourage them to get reactions and information from departments or individuals affected by the decision.

When a problem arises that affects the district, it is presented to the management team at a staff meeting. The staff accepts or rejects the problem and establishes a priority and time line. The problem (decision making model, example #1) may be of such a nature that it can be reviewed and a solution developed within the staff meeting. Example:

Problem Statement - Each of the schools was faced with the necessity of administering the CTBS tests twice each year.

Factors: 1. The post test data received in June needed to be received earlier for program planning.
2. Use of growth comparison on pre and post testing was questionable.
3. Time, expense and energy excessive.

Solution: Staff consensus that February to February testing would meet the school district and state needs.

Action Taken: Director of Curriculum implemented the steps for solution to come about.

Results: Schools within our district have been granted a state waiver and now have a February annual testing schedule.

Other problems (decision making model, example #2) require additional discussion and study and are accepted by the staff

and thoroughly reviewed in small group meetings. Each small group selects a representative to present their views and a study committee is formed for that specific problem. The study committee analyzes this problem and develops a solution that is presented to the staff. After a solution is accepted, the committee is disbanded. Example:

Problem Statement - Current practice of assignment and utilization of resource personnel other than categorical funded positions at individual schools (resource teacher, counselor, nurse, music director, librarian) has resulted in unequal staffing patterns.

Factors: 1. District and school needs for special programs or activities.
2. Commitment to specific projects.
3. Funding of position by ESEA, EDY, SIP and the effect on utilization of personnel.
4. Dual roles by one individual
5. Comparability study.
6. Factors related to assignment such as school size, special programs, unique needs, past practice.
7. Total dollar resource available for personnel.
8. New programs or project and personnel needs.

Solution: A System of assigning or re-assigning resource personnel which brings about a parity of resource services at each school and which assures comparability.

Action Taken: Problem assigned to area councils and cabinet, who provided input to a study committee. Study committee presented a "Utilization and Assignment of Personnel" plan to staff. The plan satisfied the solution criteria set previously and was accepted for future implementation.

The solution is reviewed by the superintendent and, if necessary, will go to the board of trustees.

Collective bargaining and the management team process

The process is not always rigidly adhered to, particularly when it would be clearly untimely to do so. Even in these instances when the process is expedited, the management team has a vital role to play.

One of the very important functions performed as management team is that of establishing the district's posture as it relates to collective bargaining. The district negotiating team is composed of a psychologist, two school principals, director of personnel, and assistant supervisor of maintenance and operations. This team does not make any proposals or counter proposals at the negotiating table that would compromise the effective operation on the site level. It

insures against this by using the management team process.

When the employee's proposals are initially received by the board of trustees they are reviewed first by the district's legal counsel, and are then sent to regional sub-groups called area councils for review by all staff members. Next, the entire staff reviews concerns voiced by the area councils. The legally required public hearing is then held. The negotiation team then drafts initial proposals which are finally reviewed, modified and adopted by the board of trustees. During the negotiation process all management team members receive a district publication called "Negotiations Update" following each negotiating session. This publication abstracts all proposals and counter proposals and summarizes negotiation progress. During negotiations, periodic reviews are made of the negotiation progress with the total staff and the board of trustees.

Once the contract has been ratified, the negotiations team provides each member of the staff a written interpretation of each article to help further clarify the meaning of the terms of the contract. The negotiation team then provides in-service to the management team on contract management and grievance processing. The end result of this process is a contract which has been developed and reviewed by all the management team.

Key elements of the management team

As a member of the Rio Linda Management Team, each individual is provided an opportunity to define problems from his/her perspective. Unidentified problems, like smoldering ashes, have a destructive potential which increases with time. Problem identification must precede intervention, and the combined perspectives of management team members provide a viable means to this end.

The management team process allows each individual to be involved in the resolution of problems affecting his/her professional role. Working cooperatively, rather than competitively, the team process encourages its members to contribute their talents and ideas for the benefit of a common goal: The highest quality educational program for all children.

Management team members realize that mistakes are the inevitable result of action. Individuals are aware that not everyone will like what they do because not everyone likes the same things. The management team process recognizes that to be human is to be imperfect and members strive to provide an atmosphere in which the constructive elements of criticism can be appreciated and utilized.

Members of our management team respect one another and

realize that action involves risk taking and error. In an atmosphere of trust and mutual respect, isolation is minimized and the development of confidence is enhanced. If a support system is defined as: "At least one other person who believes what you are doing is worthwhile," then the management team's value in this regard is readily apparent. With a greater awareness of, and appreciation for, the unique contributions of their colleagues, management team members can better understand and evaluate decisions affecting the quality of the district's educational program.

A decided strength of our management team process is that nothing is kept from the management staff. A constant flow of communication is maintained about negotiation progress, personnel issues, budget preparation, fiscal problems, community dynamics and any and all information that affects the management of the district. This requires constant effort on the part of the cabinet, but is absolutely vital to the integrity of the management team concept and pays handsome dividends in staff unity and clarity of purpose. The divisive question, "Where the hell did that decision come from?" has been effectively minimized by adherence to this communication flow. The withholding of information is not simply a roadblock to effective management, is is fatal to it.

The management team process is based on an agreed-upon model. Team members have received training in how it functions and the process is evaluated periodically. Procedural changes will continue to be necessary if the process is to maintain its efficacy, and the on-going evaluation built into the model provided needed feedback.

Probably the most common complaint voiced by educators today is that "there just isn't enough time to do everything that has to be done," and management team members share this concern. Involvement requires time, energy and interest and the absence of any of these variables limits one's effectiveness as a team member.

The delegation of authority and building of trust at all levels is of paramount importance in development of a successful management team. Shared decision making allows the site manager/principal to more effectively utilize the unique talents of his/her faculty and it provides staff members with opportunities for professional growth and advancement.

When the Rio Linda Board of Trustees advertised for a superintendent who would purposefully facilitate the building of a management team, it took the most meaningful step possible in assuring the success of the process. This supportive atmosphere has persisted throughout the building of our team and exists today in the Board's active interest in its administrative staff and consistent support of the decisions

made by the management team. The importance of a supportive board cannot be over-estimated as an imperative in the building of a management team.

Communication, frequent, complete and meaningful, is certainly a key element in the central administration of a school district. Even the most autocratic leader can maintain a modicum of support by his/her constituents if he/she communicates consistently.

Decentralizing decision making results in bringing many leadership styles, attitudes, and motivations into play in the solution of problems. A decision which is made by a team of staff members, following a process which allows for the exercise of individual thought and action, means additional time and energies are expended. It means that some members of the management team will be approaching the problem with less background knowledge about and personal interest in its solution than would have been brought to the problem by someone making a unilateral decision. It is this diversity which, while it results in time consumption and ambiguity compared to a unilateral, top-level decision, contributes most to the quality of the problem solution and its support by members of the team.

The management team - future directions

As a group, we are more than pleased with the concept of the management team as it has evolved in our district. This is not to say that the process does not have its detractors from time to time, or that each individual member operates at maximum effectiveness within the process. We plan to re-examine our management team procedure with a critical eye this year. We will review the process with the entire team, striving to build a more thorough and uniform understanding. We feel the need for improving the on going evaluation and monitoring process which will provide a current gauge of its effectiveness and will allow for change and redirection.

We will strive to involve our classified management staff to a greater degree in the future. This step is critical to the success of the management team and those beginning to build a management team from the ground floor are strongly advised to include classified management on their team from the onset.

We will re-examine our original assumption that every issue or problem must be taken through the full process. This is, in retrospect, clearly not the case. We must redesign the problem identification and selection portions of our model to allow for a clear distinction between problems which lend themselves to group decision making and those which do not.

We know from experience that the former will remain in the majority, must remain so; if the management is to continue to be effective and meaningful. But we must allow for unilateral decisions when they are necessary or preferable, just as we must preserve the prerogative of the management team of rejecting problems.

Continued and increased involvement of the board of trustees is a real necessity. As our process beomes increasingly more effective we tend to forget that the board is not privy to the daily workings of the administration. We must avoid the kind of self-deception that assumes such a crucial process can succeed without the active participation of the board.

Each day brings further palpable evidence that our management team process is powerful and dynamic. We hesitate to prescribe, but could certainly recommend a good doctor.

ASSESSING

ANOTHER PART OF THE MANAGEMENT TEAM

BOARD OF EDUCATION EFFECTIVENESS

by the
Superintendent's Cabinet
Mt. Diablo Unified School District
April, 1978

I LIKE

		Strongly agree	Agree	No Opinion	Disagree	Strongly disagree
1.0	BOARD ATTITUDE					
1.1	Objective attitude of Board members.					
1.2	Your fantastic dedication of time and energy to a largely thankless job.					
1.3	The consideration you show to everyone.					
1.4	The tremendous commitment you try to make to this community.					
1.5	The way Board members serve the needs of students and avoid vested interests.					
1.6	Your genuine interest in the educational welfare of children - as contrasted with possible vested interests.					
1.7	The dedication demonstrated by all Board members.					
1.8	Their sincere interest in the students' educational program, the teachers, and the general welfare of this District.					
1.9	Their expressed interest in total educational program.					
2.0	BOARD MEETINGS					
2.1	Consent calendar.					
2.2	The increased involvement as human beings with the audience.					
2.3	The Board's treatment of individuals (staff) during presentations before the Board.					

2.0 BOARD MEETINGS (continued)	Strongly agree	Agree	No Opinion	Disagree	Strongly disagree
2.4 Your willingness to speak out, show honest feelings and challenge some people as needed.					
2.5 Your willingness to get input from staff before going into Board deliberations.					
2.6 Board members alerting staff to their questions and concerns before the questions are raised in public meetings.					
3.0 BOARD-MANAGEMENT TEAM RELATIONS					
3.1 The respect Board and administration show for each other.					
3.2 The Board's general support of the Management Team.					
3.3 The firm position taken by the Board during the teacher strike.					
4.0 DECISION-MAKING					
4.1 Ability of Board to make difficult decisions and stand up for them.					
4.2 Your courage!					
4.3 Your unity. A united front is a strong front.					
4.4 The way the Board hangs in there.					
4.5 The way the Board hangs together after a decision is made.					
4.6 The emotional and moral strength demonstrated by this Board.					
4.7 Their willingness to take stands on vital educational issues after receiving input.					
4.8 Their receptivity to input from the staff as part of the decision-making process.					

5.0 INFORMED BOARD	Strongly agree	Agree	No Opinion	Disagree	Strongly disagree
5.1 Your commitment to being informed.					
5.2 The clear evidence you have done your homework.					
5.3 The way you pitch in and roll up your sleeves - as you did in the strike.					
5.4 Board members doing their homework before Board meetings.					
5.5 The willingness of the Board to meet and seek information regarding negotiation, rap session, etc.					
5.6 Board members' attendance at workshops and conferences to improve their knowledge about educational programs.					
5.7 Your study of the agenda, budget and District affairs. You are knowledgeable.					

6.0 PROGRAM VISITATIONS					
6.1 Your school site visitations and contact with site personnel.					
6.2 The Board's efforts to become directly acquainted with people and programs in the District.					
6.3 Your availability to citizens and staff.					
6.4 Board members devoting time to visit schools and programs.					
6.5 The fact that you know many people in the District.					
6.6 The frequent visits to schools.					
6.7 Board members' visits to schools.					

I WISH YOU WOULD

	Strongly agree	Agree	No Opinion	Disagree	Strongly disagree
1.0 POLICY AND ADMINISTRATION IMPLEMENTATION					
1.1 Strive to identify and observe distinction between policy determination and direct administration of programs.					
1.2 The Board members would resist temptation to make administrative level decisions - probably an outgrowth of being familiar with programs and procedures.					
1.3 Reduce the length of time devoted to details and more time to policy and guidelines.					
1.4 Individual Board members would clearly separate policy issues (the Board's responsibility) and procedural issues (the administration's responsibility).					
2.0 CRITICS					
2.1 Some members are too susceptible to persuasion from critics.					
2.2 When District antagonists make accusatory statements regarding procedures or staff, that good judgment be used in weighing those statements.					
2.3 Be receptive to public input and concerns but not prejudge the situation, and then without showing a bias gather data before you draw conclusions.					
2.4 Be a little more cautious in terms of your actions inviting negative verbiage.					
3.0 BOARD MEETING					
3.1 Board president would keep the public hearing separate from Board discussion and decision time at Board meetings.					

3.0 BOARD MEETINGS (continued)	Strongly agree	Agree	No Opinion	Disagree	Strongly disagree
3.2 Tighten up Board meetings - the shortest agenda sometimes lasts the longest.					
3.3 Follow parliamentary procedures.					
3.4 Don't deviate from procedure at meetings; once public discussion is closed, don't let audience comment.					
3.5 Board meetings are not lecture sessions; take action, and early, then talk with people.					
3.6 When outright misstatements of fact are made, correct them. (not "personality" differences, but incorrect "facts.")					
3.7 The Board would develop procedures to streamline Board meetings.					
3.8 The Board would review the staff-Board seating pattern for meetings.					
3.9 Refrain from "in-service training" of the audience.					
3.10 Watch "side comments" during Board meetings when the mike is still on and the radio station is picking up the conversation.					
3.11 Reduce length of Board meetings.					
3.12 If you have questions, contact person responsible prior to meeting and alert them of your question.					
3.13 Be more assertive/affirmative in trying to get more information from staff before Board meetings.					
3.14 Control meetings so they do not run so long.					

3.0 BOARD MEETINGS (continued)		Strongly agree	Agree	No Opinion	Disagree	Strongly disagree
3.15	After input is received, do not allow any more comments from the audience unless Board has questions.					
3.16	Exercise greater control over the behavior of some members of the public and teacher groups as they attempt to monopolize the Board's time to serve all the people.					
3.17	Some members would refrain from tendency to respond to everyone who speaks from the audience.					

4.0 MISCELLANEOUS						
4.1	Be extremely careful of public statements made as individuals, but so easily construed as official expression of Board position.					
4.2	Try to keep the Information Office aware of your activities, visitations, specific program interests, etc. (It's valuable background information.)					
4.3	All decisions be clearly related to benefit children.					
4.4	There was enough money so you could try to improve programs more easily.					
4.5	Continue to show an interest in the educational and general programs within our School District.					
4.6	Wish you would more closely follow the agreements we reached using the decision-making matrix.					

306/7
4/6/78

IN-SERVICE

TRAINING AND DEVELOPMENT

The nature of a team training program depends upon the characteristics which make each team unique, such as size, norms, history, individual personalities, and responsibilities. Although the specific interpersonal and task objectives of team management training will vary according to each team's situation, the need for training in objectives common to most team operations is often agreed upon. These objectives are:

1. To understand each team member's role.
2. To increase the level of trust and support among team members.
3. To understand the team's purpose and role within the organization.
4. To increase the team's effectiveness in decisions, both within the team and among organizational groups.
5. To increase the team's ability to work with other groups within the organization.
6. To obtain a clear understanding of the team process, such as the behavior and dynamics of work groups.
7. To create a climate in which the authority inherent in an administrative position is augmented by an authority based on knowledge and skill.
8. To increase the openness of communication laterally, vertically, and diagonally.
9. To increase the level of personal enthusiasm and satisfaction in the team.
10. To resolve problems synergistically or co-operatively.
11. To increase the level of responsibility both for members and teams through effective planning procedures.
12. To gain a sense of interdependence among the team members.

The need for team training assumes that not all team members have the necessary background, personality, skills, managerial style, and understanding of the team process. All of these are essential building blocks upon which a foundation for team management operation is constructed.

Certain aspects are inherent in team training:

1. It takes time to develop trust and an open atmosphere for clear communication channels.
2. Training is not only necessary in the developmental stages of team building, but throughout the life of the management team.
3. Team members must develop internal norms and functions relevant to tasks and membership needs.
4. Successful coping and interaction are essential for the team's survival.
5. Some team members will have to be trained according to new managerial styles, skills, and interpersonal awareness.
6. Training of teams must be based upon a healthy balance between cooperation and competitive behavior.
7. Training must develop a high degree of cohesiveness among members but not to the point where individual creativity is stifled.

- ERS Monograph - "The Management Team"

ADMINISTRATIVE PROFESSIONAL DEVELOPMENT PROGRAM: A KEY FACTOR IN THE IMPROVEMENT OF MANAGEMENT

Jodie King, Principal
Walnut Valley Unified School District

The management team needs training, too! All eyes have been focused on staff development for teachers, but few are addressing the needs of the most disadvantaged segment of learners in public education: the principals. Changing societal demands have created an even greater need for a continued, personally relevant in-service retraining program for administrators. In order to cope, the principals and superintendent of Walnut Valley Unified School District realized a fresh personalized program was necessary to help the personnel of the management team meet the district needs and fulfill their personal career goals. Therefore, drawing heavily on the recommendation in the Manger's Report on Pre- and In-Service Training for Principals, the model for the administrative professional development program being developed and implemented in the Walnut Valley District addresses itself to two major areas of concern. The first deals with those identified management and leadership skills necessary to provide support for, and attainment of, district educational goals as well as legal mandates.

The development and upgrading of these skills are part of management objectives, and evaluations are based upon attainment of these objectives. The identified skills are:

1. Strong support for the improvement of instruction.
2. Leadership in curriculum development.
3. Development of positive human relations and school climate.
4. Initiation of and response to change through group assessment, motivation, and decision making.
5. Evaluation of program and personnel for creative and effective use of resources.
6. Understanding of and leadership in the politics of education at federal, state and local levels.

The second area deals with the structure and format of the program. It provides activities and opportunities for effective ongoing, professional development of these skills within the framework that meets the "Criteria for an Effective System" as described in the original task force report.

Criteria for an Effective System

1. Systematic, concrete, and relevant to an administrator's responsibilities on the job

   ...a yearly personal professional development plan
   ...funding available for conferences and workshops
   ...opportunities to participate in identified programs promoting growth, i.e., six session disaster plan program, clinical supervision training
   ...encouragement to participate in regional ACSA committees at level of need

2. Ongoing and individualized

   ...five administrators involved in CEAD training (Orange Co. Title IV-C Project) one administrator serving on advisory board
   ...a two member team participation in RAISD (Upland IV C Project)
   ...four administrators involved in Project Leadership
   ...monthly management team meetings
   ...individual management objectives for self-assessment and evaluation

3. Flexible and able to be changed as needs change - Ongoing Evaluation

   ...administrator participation in district redefinition of instructional goals
   ...monitoring of management objectives with mid-course adjustments as necessary
   ...developing five year plan of staff development for all district employees

4. Conducted when participant energy level is high

...release time
...management meetings held during regular work morning
...management team 3-day workshop retreat prior to school opening
...mid-winter 5 districts, ACSA supported, consortium workshop pooling resources and skills and an interchange of ideas

5. A system which makes full use of existing fiscal and material resources; including the energy and experience of school principals, university faculties and business and professional associates

...collegial teams developed from within the management team
...superintendents site level visitation teams
...use of resource people from within the:

a) management team (communications - human relations, needs assessment - evaluation procedures)
b) other districts (staff development - leadership styles - employee supervision)
c) ACSA (futures and "What's Right With Education?", stress workshop, professional development program)
d) county offices (year long public relations workshop, models of teaching, IV-C programs, consultants)
e) district legal representative (recent legislation and its effect on the management team)

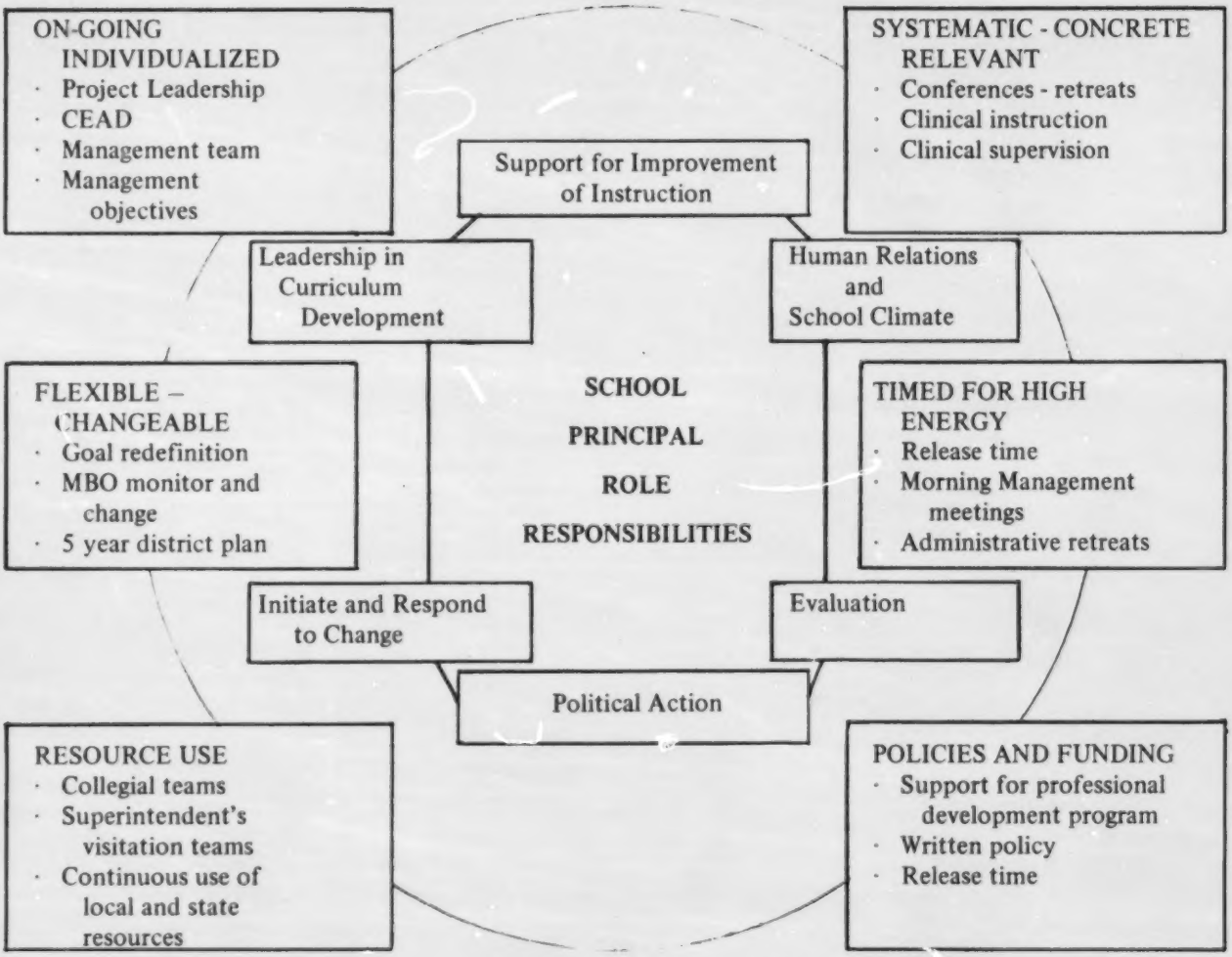
6. Management team is an integral part of school district policies and practices and is supported by adequate, stable funding

...board funding of staff development program - clinical instruction, clinical supervision, clinical instruction resource teachers
...continued membership in CEAD and Project Leadership
...support for attendance at workshops and in-service
...release time and funding for management team retreats and workshops

7. Evaluation/Communication/Reporting to Board

...insures continued support
...insures programs geared to meet individual and district needs

ADMINISTRATIVE PROFESSIONAL DEVELOPMENT PROGRAM



This program provides for systematic and individualized growth, has Board support in funding and written policies, and allows for individual placement, monitoring-adjusting and evaluation based upon personal growth and achievement.

We've all been aware for some time that private industry spends large parts of their budgets on training key management personnel. It has become glaringly apparent that the need for this kind of development has been ignored by institutions dealing with our most important natural resource: our children. If you, too, are interested in developing a new model of in-service training, more information is available by contacting Carolyn Haugen or Ray McMullen at W. H. U. SD.

MANAGEMENT SELF-ASSESSMENT INVENTORY OF SKILLS AND INTEREST

Mt. Diablo Unified School District

Please respond to each item

NAME _____

	INTEREST			EXPERIENCE
I. STUDENTS	HIGH	MINIMAL	WOULD LIKE MORE INFORMATION BEFORE DECIDING	SKILLED AND CAN SHARE
1. Planning and implementing effective and due process student discipline practice				
2. Managing effective mainstreaming of handicapped students				
3. Developing and maintaining student leadership systems				
4. Encouraging and maintaining positive self image in students				
5. Other				
II. STAFF RELATIONS				
6. Organizing and conducting school site council responsibilities				
7. Managing affirmative action practices and policies				
8. Managing the District's contracts within Individual School Management System (ISMS) Site Council Structures				
9. Cooperatively planning budget with staff and council				

	INTEREST			EXPERIENCE
	HIGH	MINIMAL	WOULD LIKE MORE INFORMATION BEFORE DECIDING	SKILLED AND CAN SHARE
27. Profitably using program evaluation processes				
28. Developing competency based course requirements				
29. Improving guidance and counseling practices				
30. Developing and using learning centers				
31. Developing and using effective instructional goals				
32. Developing and using diagnostic procedures pertaining to classroom interactions				
33. Other				
V. GENERAL MANAGEMENT				
34. Improving conflict resolution technique				
35. Improving plant and facilities management				
36. Developing and managing differentiated staffing organizations				
37. Implementing data-based decision making				
38. Organizing and using effective certificated staff evaluations				
39. Organizing and using effective classified staff evaluations				

NOTE: These two pages are a part of a 57-item inventory. Copies are available from Mt. Diablo Unified School District.

ACSA PROJECT LEADERSHIP SELF-ASSESSMENT INVENTORY

School

Name

District

I. COMPETENCY	II. INTEREST		III. EXPERIENCE		IV. KNOWLEDGE
	Minimal interest in receiving training	High interest in receiving training	Have utilized and can conduct workshops	Am familiar with and have utilized on some occasions	Need more information before determining my interest level
1. Problem identification, analysis and solving techniques for admrs.					
2. Techniques to diagnose classroom interaction					
3. Teacher supervision techniques					
4. Techniques of working with staff advisory committees					
5. Techniques of working with citizen advisory committees					
6. Alternative techniques for goal setting					
7. Techniques for establishing instructional objectives					
8. Techniques for assessing and improving school climate or environment					

(continued)

I. COMPETENCY	II. INTEREST		III. EXPERIENCE		IV. KNOWLEDGE
	Minimal interest in receiving training	High interest in receiving training	Have utilized and can conduct workshops	Am familiar with and have utilized on some occasions	Need more information before determining my interest level
9. Techniques for assessing various aspects of school operation					
10. Techniques for assessing attitudes of students, staff and citizens					
11. Familiarity with some alternative forms of needs assessment techniques					
12. Techniques to improve interpersonal communication and building trust					
13. Techniques for improving school public relations and information					
14. Techniques for management by objectives					

NOTE: Part of a 50-item inventory in ACSA Project Leadership Introductory Component. Copy of complete inventory available from ACSA.

THE MANAGEMENT TEAM AND THE LOCAL MANAGEMENT ASSOCIATION

Ray E. Curry
ACSA Assistant Executive Director, Employer/Employee Relations

There has been some confusion in the field as regards to the notion that the management team is synonymous with the management association. In many districts there is no clear distinction between the function and purpose of the management team and the function and purpose of the local management association if one has been created.

It is important to understand what is and what is not meant by the "management team." As quoted from the ERS Monograph, "School Management Teams? Their Structure, Functions and Operations":

TEAM MANAGEMENT IS:	TEAM MANAGEMENT IS NOT:
1. A way of controlling responsibility through participative management rather than unilateral decisions.	1. A giving up of power and responsibility.
2. A method which requires compromise and respect for other opinions in reaching a group decision.	2. A method whereby everyone's wishes can be accepted and accommodated.
3. A way individuals can participate in a group decision.	3. A means of giving everyone what they want.
4. A way of resolving conflicting attitudes and beliefs.	4. A way of controlling people.
5. Encouraging the group to contribute their ideas to the chief administrator's or board's final decision or action.	5. A way of forcing the chief administrator's ideas onto a group.
6. Collaborative thinking in resolving problems.	6. Consolidated management in which solely advice on problems is requested.
7. A means of giving those who will be implementing the decision a chance to participate in making them.	7. A means of turning power and responsibility for the organization over to middle managers and teachers.

For any management team to operate effectively and efficiently, it is essential that team members possess several basic characteristics. Team members must:

1. Be able to invest significant amounts of time.

2. Be able to work cooperatively rather than competitively toward common goals or purposes.

3. Have open and clear lines of communication.

4. Have trust in the integrity of their colleagues.

5. Encourage and work to understand the full explanation of minority opinions.

6. Have an acute skill in listening (versus hearing) to the opinions.

On the other hand the local management association elects its own leaders, cites the purpose of the association, and how it will function. The purpose of the association may very well mirror the Association of California School Administrators' purpose. Some of the specific purposes of the local association may include the following:

1.1 To improve the educational process by helping members become more effective in their various roles as educational leaders;

1.2 To meet the needs of members by providing a single organization to represent these needs to the other publics with whom administrators associate;

1.3 To disseminate information about the school administrator's profession through publications, meetings, and service;

1.4 To promote the State ACSA program at the chapter level by formation of commissions on an interest level (finance legislation, curriculum, etc.);

1.5 To promote legislation for furthering the best interest of education;

1.6 To establish and enforce standards of ethical behavior on the part of its members;

1.7 To cooperate with other organizations whose purposes are dedicated to the advancement of education;

1.8 To create in the public-at-large an appreciation for and support of public education.

Finally, it should be recognized that Chapter 10.7, Section 3543.4 of the Government Code recognizes the right of management and confidential employees to represent themselves or be represented by an employee organization.

> 3543.4 Representation of persons in management or confidential positions.
>
> No person serving in a management position or a confidential position shall be represented by an exclusive representative. Any person serving in such a position shall have the right to represent himself individually or by an employee organization whose membership is composed entirely of employees designated as holding such positions, in his employment relationship with the public school employee, but, in no case, shall such an organization meet and negotiate on any benefit or compensation paid to persons serving in a management position or a confidential position.

COPY
March 8, 1973

TO: ....., Superintendent
St. Helena Unified School District

FROM: ....., President
Association of St. Helena School Administrators

RE: Organization Statement for Recognition Pursuant to Sections 13084-13085 of the Education Code

1. The name of the organization is the Association of St. Helena School Administrators.
   Its mailing address is: 471 Crystal Springs Road,
   St. Helena, California
2. This organization is not incorporated.
3. This organization is not directly affiliated with a state or national organization.
4. There are four administrators in the school district who are members in good standing of the Association of St. Helena School Administrators.
5. A copy of the bylaws is attached. Amendments will be forwarded to you within ten days of adoption.
6. A. The officers of the organization are:
   President - .....
   ..... Lane
   St. Helena, California

Secretary/Treasurer - .....
.... Crystal Springs Road
St. Helena, California

B. The president shall act as the organization's official representative authorized to represent members at meetings and conferences with the district or its authorized representatives.

C. Items A and B above will be kept current to within ten days of any change.

ASSOCIATION OF ST. HELENA SCHOOL ADMINISTRATORS

BYLAWS

ARTICLE I

NAME AND PURPOSE

Section I - NAME

The name of the organization shall be the Association of St. Helena School Administrators.

Section 2 - PURPOSE

Specific business for which this association is formed is to represent and promote the advancement of public school administrators in the St. Helena Unified School District by:

(a) Helping members become more effective in their various roles.
(b) Developing resources for management and leadership.
(c) Representing administrators in negotiations with the school board as regards the meet and confer process.
(d) Cooperating and working with teachers, their associations, and the public so that the community may best be served.
(e) Exchanging ideas and information relating to the administration of the various schools in the district.

ARTICLE II

MEMBERSHIP

Section I - MEMBERSHIP

Membership in the Association of St. Helena School Administrators shall be open to all persons whose job descriptions identify them as performing administrative responsibilities, and who are currently members of the Association of California School Administrators.

ARTICLE III

OFFICERS

Section I - OFFICERS

Officers of the association shall be the president and the secretary/treasurer. Officers shall be elected for a one year term.

BY-LAWS

of the

SAN JOSE ADMINISTRATORS ASSOCIATION CHAPTER

of the

ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS
REGION VIII

Article I: Name

The name of this Association shall be the San Jose Administrators Association.

Article II: Purposes

The general purpose of this Association is to promote the advancement of education through the implementation of the purposes of the parent organization, ACSA. To this end, the San Jose Administrators Association will:

a) Consider and recommend to the Representative Assembly proposals for the improvement of the schools of California, and for the advancement of school administration; b) Aid in the administration of the program and policies of the Association within the region; c) Assist in the promotion of membership; d) Maintain direct contacts

with the membership and provide convenient means of publicity and the distribution of professional literature; e) Provide physical facilities for the conduct of professional meetings and conferences; f) Assist in the maintenance of professional services for the benefit of members; g) Provide such other services as may be considered desirable by the association.

Article III: Membership

Sec. 1. There shall be two classes of membership:

A. Active
B. Special

Sec. 2. Active membership in the association is achieved through:

A. Active membership in ACSA
B. Employment in the San Jose Unified School District and/or Region VIII.

Active members shall have the right to vote and hold elective or appointive office.

Sec. 3. Special membership in the association is achieved through:

A. Having such special membership conferred in accordance with the by-laws of ACSA, and
B. Residence in Region VIII. Special members shall be allowed all privileges of active membership, except power to vote, hold office or serve on a committee, except in an advisory capacity.

Article IV: Governing Body

The governing body of this Association shall be composed of all active members.

Article V. Board of Directors

Sec. 1. Purpose

The Board of Directors hereinafter referred to as the "Board" shall be the administra-

tive body of the San Jose Administrators Association; shall direct the continuing operation of Association programs and goals as established by ACSA by-laws, Region VIII by-laws, and the Governing Body of the San Jose Administrators Association.

Sec. 2. Composition

The Board shall be composed of voting and non-voting members.

A. Voting members shall be:

1. Elective Officers
2. Chairmen of Standing Committees
3. Members who have been elected to the Representative Council and/or Board of Directors of the San Jose Teachers Association.
4. Member who has been appointed by the San Jose Teachers Association to represent administrators on the Certificated Employees Council.

B. Non-voting members shall be:

1. Officers of Region VIII who are members of the San Jose Administrators Association
2. Officers of ACSA who are members of the San Jose Administrators Association
3. Past presidents of Region VIII who are members of the San Jose Administrators Association
4. Ex-officio members as designated by the Board.

Sec. 3 Eligibility

The Board shall be the final judge of the eligibility of its members.

Article VI: Officers

The officers of the San Jose Administrators Association shall be the President, President-Elect, Vice President--Program, Vice President--Membership, Secretary, Treasurer, and Immediate Past President.

Sec. 1. Powers and Duties of Officers

The duties of the officers of the San Jose Administrators Association not otherwise prescribed shall be such as usually pertain to such officers.

A. President

The President of the San Jose Administrators Association shall preside over the general meetings and meetings of the Board. He may call special meetings of the Board. He shall appoint committee chairmen and representatives to region committees not otherwise provided for in the By-Laws. He arranges for the annual audit of the San Jose Administrators Association financial structures.

B. President-Elect

The President-Elect shall be an aide to the President and shall serve in the absence of the President in duties of that office. He shall make all physical arrangements necessary for the Board meetings. He shall propose to the Board for its approval an annual calendar of events for the San Jose Administrators Association. He shall be a member of the Program Committee. He shall automatically succeed as President at the conclusion of his term as President-Elect.

C. Vice-President--Program

The Vice-President--Program and his committee shall be responsible for developing, planning, presenting for approval to the Board, the program for the San Jose Administrators Association. The Program Committee shall be composed of the President, the President-Elect, and two members appointed by the Vice-President--Program.

D. Vice-President--Membership

The Vice-President--Membership shall be in charge of the recruitment of active members and shall serve as membership chairman.

E. Secretary

The Secretary shall keep an accurate record of the minutes of all meetings and the standing rules and shall be responsible for securing official stationery. Following each meeting, he shall mail minutes to each member of the Board. He shall mail an agenda to members of the Board at least one week prior to each meeting.

F. Treasurer

The Treasurer shall maintain an accurate record of all fiscal transactions of the San Jose Administrators Association, shall prepare financial reports for each Board and general meeting, shall issue warrants upon receipt of vouchers approved by the Board and shall submit the Treasurer's records for annual audit. He shall be a member of the Budget-Audit Committee. The term of office shall be for one year.

G. Immediate Past President

The Immediate Past President shall serve as parliamentarian at all meetings and attend all Board meetings of the San Jose Administrators Association.

Sec. 2. General Duty of Officers

A. All officers of the Association shall deliver to their successors, not later than 15 days after their installation, all records, correspondence, etc., pertaining to the office.

B. Representation to Region VIII

1. The two official representatives to the Region VIII Board of Directors shall be the President and the President-Elect.

Sec. 3. Eligibility to Office

Any active member of the San Jose Administrators Association shall be eligible to hold office in this organization.

Sec. 4. Nominations

A. Nominations for the elective offices of the San Jose Administrators Association shall be made by the nominating committee. This committee shall submit to the board by April 1 and to the membership at the time of call to the Spring general meeting the names of one or more candidates for each office to be filled.

B. Additional nominations to any open elective office may be made by a petition signed by a minimum of 24 active members of the San Jose Administrators Association. Such nominations must be received by the Board 15 days prior to the Spring general meeting. Such additional nominations shall be included in the call to the Spring general meeting.

C. Offices of President and Past President

1. President

The President-Elect, upon completion of his term of office, shall become President and his name shall not appear on the ballot.

2. Immediate Past President

The President, upon completion of his term of office, shall become the Immediate Past President and his name shall not appear on the ballot.

D. Elections

The nominating committee shall conduct the election at the Spring general meeting.

E. Terms of Office

All officers shall be installed at the Spring general meeting and shall assume the responsibilities of the office at the beginning of the fiscal year.

F. Vacancies

1. Vacancies occurring in the offices of the San Jose Administrators Association with the exception of the President shall be filled by the President upon notification and shall be confirmed by the Board. Such appointees shall hold office for the remainder of the unexpired terms.

2. In case of a vacancy in the office of President, the President-Elect shall serve as acting president for the remainder of the unexpired term. The office of President-Elect shall remain vacant until the next regular election. Following the President-Elect the next to succeed to the presidency shall be either the Vice President--Program or Vice President--Membership, as determined by the Board.

3. If the President-Elect shall for any reason become ineligible to hold office as President prior to the annual election, nominations shall be made for the office of President and the office filled by election.

Sec. 5. Appointees

The chairmen of committees and representatives to other groups shall be appointed by the President and confirmed by the Board, except as otherwise provided in these By-Laws.

ARTICLE VII: Meetings

Sec. 1. General Meetings

Meetings of the San Jose Administrators Association shall be held at times and places determined by the Board. A minimum of two meetings shall be held during each school year.

Sec. 2. Meetings of the Board

The Board shall meet at times and places determined by the President. These meetings shall precede each general meeting. Special meetings may be called by the President or by a majority of the elected officers.

Sec. 3. Upon petition of 25% of the members of the San Jose Administrators Association, a special meeting shall be called.

ARTICLE VIII: Committees

Sec. 1. Definition: There shall be such standing and special committees as the Board may authorize in addition to those provided in these By-Laws.

Sec. 2. Appointment: Standing committee membership shall be voluntary with the chairman appointed annually by the President.

Sec. 3. Terms:

A. Standing committees shall serve for one year.

B. Chairmen of Standing Committees which relate to activities of Region VIII committees shall be the San Jose Administrators Association representative to such committees.

Sec. 4. Standing Committees:

Standing committees authorized by these By-Laws may include:

A. Legislative Committee

B. Research and Development Committee

The Research and Development Committee shall be responsible for long range plans for the general program for the San Jose Administrators Association.

C. Communications Committee

The Communications Committee shall

appoint a publication editor who shall be responsible for the editing, printing and distribution of the San Jose Administrators Association publications. He shall be the San Jose Administrators Association liaison officer to Region VIII Publications Committee. The committee shall be responsible for compiling and keeping up to date the history of the SJAA and shall designate one member of the committee as historian.

D. Salary Committee

E. Administrative Affairs Committee

F. Adult Education

G. Elementary Administration

H. Secondary Administration

I. Central Office Administration

J. Membership (Chairman, V.P.-Membership)

K. Program (Chairman, V.P.-Program)

L. Special Services Committee

M. Personnel Standards Committee

The Personnel Standards Committee shall serve the Board in all matters concerning administrative personnel and ethical behavior. It shall act at its own initiative or upon request of any member in matters concerning grievances and/or ethical behavior involving association members. The chairman shall be the representative of the San Jose Administrators Association to Region VIII's Personnel Standards Committee and shall hold office for a three year term.

Sec. 5. Special committees shall include those listed below and others as designated by the President or the Board. Where the appointment of a chairman is indicated, the chairman will be responsible for the selection of the committee, unless other-

wise stated by the By-Laws.

A. Nominating Committee

The Nominating Committee shall be composed of the Immediate Past President, who shall serve as chairman of this committee, one representative from the Central Office, and one representative from each high school attendance area. Their duties shall be those specified in Article VI, Section 4, A and D.

B. Budget-Audit Committee

The Budget-Audit Committee shall be composed of the elected officers under the chairmanship of the President. It shall require of all officers and committee chairmen an estimation of anticipated expenditures for the following year, which is to be submitted in writing. The itemized annual budget, including a schedule for reimbursements of authorized expenses, shall be prepared by the committee and presented to the Board at its Fall meeting.

ARTICLE IX Quorum

Sec. 1. General Meetings

A quorum for general meetings shall consist of at least ten percent of the active membership of the San Jose Administrators Association.

Sec. 2. Board Meetings

A quorum for meetings of the Board shall consist of a simple majority of its members.

ARTICLE X Fiscal Year

1. The fiscal period of the San Jose Administrators Association shall be from June 1 to May 31 inclusive.

2. In the event that this organization shall be dissolved, such funds as remain after the retirement of all obligations shall be paid to Region VIII.

ARTICLE XI Amendments and Adoption

These By-Laws may be amended at any regular general meeting by two-thirds majority vote of the members present, provided such amendment shall have been submitted in writing to the members of the San Jose Administrators Association at least 15 days prior to the meeting, when said amendment is to be voted upon. Such amendments shall become effective immediately.

ARTICLE XII Parliamentary Procedure

Roberts Rules of Order (Revised), insofar as it is not inconsistent with these By-Laws, shall govern matters of procedure and the meetings of the San Jose Administrators Association and its committees.

Adopted 10/20/71

SCHOOL MANAGEMENT TEAMS

In order to develop sound recommendations and/or decisions, a management team needs maximum input from various organizational levels. In larger organizations this can only be achieved by having representatives from each of the various administrative groups.

Team management is not an administrative method whereby everyone's wishes will be accepted and accommodated, but a method of operation requiring respect for differing opinions and consensus in group decision-making.

The foundation for developing an effective team lies in the development of interpersonal communication skills as well as skills in handling intergroup conflicts.

Without careful planning of the team management system, a great deal of valuable management time can be wasted.

Team management can involve different degrees of participation in decision-making, from consultation to absolute control over final decisions. Top management should clearly specify in advance the guidelines to be followed by all involved.

No plan of team management, regardless of how elaborate, will be any better than the quality of the team's individual members or its leader.

The implementation of a management team concept will not be embraced with open arms by everyone. Resistance may be expected from some board members or principals.

A management team requires that the superintendent must be willing to change and relinquish some of his previously held power and influence.

Many principals justifiably feel that they are being excluded from portions of the decision-making process in which they previously were involved. Hence, they feel they often lack the authority commensurate with their responsibilities. Team management provides greater participation by principals in the decision-making process. Such participation is needed because principals are closest to the point of decision implementation.

A number of hard-to-implement changes must be faced squarely if the management team concept is to succeed. Local school boards should first be committed to the concept. Superintendents will need to relinquish some of the power and influence they previously held. School principals (or their representatives in larger districts) must be willing to invest the additional time and effort required of anyone who participates in the decision-making process. As the front-line administrators of district decisions and policies, school principals should be the central component of educational management teams. These are minimum changes required for an effective management team. Judiciously organized and trained management teams present the best opportunity for solving the multitude of problems that afflict public education.

-- Adapted from ERS Monograph -
"School Management Teams:
Their Structure, Function
and Operation"

GENERAL OBSERVATIONS RELATING TO SALARY METHODS*
and
CONSTRUCTING INDEPENDENT SALARY SCHEDULES

- 64 percent of the salary schedules for principals were derived independently of schedules for classroom teachers. Almost 73 percent of the principals' schedules for large systems with enrollments of 25,000 or more were independent.

- 34 percent of the schedules for principals were indexed to some point of reference on the teachers' schedules. The remaining two percent were structured by adding definite amounts to the point on the teachers' schedule where the principals would be placed on the basis of preparation and experience.

- 75 percent of the salary schedules provided salary differentials for elementary, junior high/middle school, and senior high principals; 11 percent made no salary distinctions by position, although salary differentials usually occurred on the basis of varying length of work year.

- The mean number of days on duty for elementary principals in reporting systems was 218; for junior/middle school principals, 224 days; and for senior high principals, 240 days.

- Salaries scheduled for principals differed frequently within the same school system on the basis of various size factors, such as number of teachers supervised, building enrollment, number of classrooms, and number of certificated staff.

- The mean maximum and minimum scheduled salaries for principals tended to be higher for those systems which do not specify academic preparation levels in their schedules. The mean maximum scheduled salary for senior high principals in systems not specifying academic preparation levels in their schedules was $25,630, compared with a maximum of $22,735 for the master's degree, $24,307 for six years of preparation, and $25,174 for a doctor's degree.

- The mean maximum scheduled salaries were higher in those schedules that were derived independently from teachers' schedules, as opposed to those that were based on an index or ratio to teachers' schedules. The mean maximum scheduled salary for senior high principals in independent schedules where no preparation levels were specified was $25,956, compared with $24,514 in those schedules that were based on a ratio to teachers' schedules. For junior high principals the amounts were $23,731 and $22,293, respectively.

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Constructing Independent Salary Schedules

When salary schedules for principals and assistant principals are established without relationship to teachers' compensation plans, a salary base is generally determined in one of the following ways:

1. Separate base, determined independently and apparently unrelated to any other schedule or employee's salary in the school system.
2. Related to the superintendent's salary, with the base point of the salary schedule for principals established in a specific index or ratio to the salary of the superintendent in the school system.
3. Related to the salary of senior high principals, with the base point of the salary schedule for elementary and junior high/middle school principals established by an index or ratio to the senior high school principals in the school system.
4. Related to some other base, such as relating the base point of the principals' salary schedule to the average salaries paid superintendents in the neighboring districts or to the regional average salary paid principals or assistant principals.
5. Individual determination, with the specific salary paid each principal being established as a subjective decision by the superintendent or school board or by individual negotiation.

After establishing a base or floor for the schedule, many school systems use a variety of factors to build a complete structure of compensation for a principal or assistant principal. Examples of these additive pay factors would include:

-- Instructional level supervised (elementary, junior high/middle school, senior high level).
-- Scope of responsibility (enrollment, teacners supervised, number of classrooms, total building staff, etc.)
-- Contract days on duty.
-- Academic preparation level.
-- Years of experience (in and out of the school system -- as a teacher or as an administrator, or both).

The above information was taken from the Administrative Information Report published by NASSP. Copies can be obtained from the NASSP Office of Professional Assistance, 1904 Association Drive, Reston, VA 22091.
For additional salary information, the Educational Research Service, established by AASA, NASSP, NSPRA and NAESP has published a 1975-76 National Survey of Salaries and Wages in Public Schools. This report may be obtained from ERS, Inc., 1815 North Fort Myer Drive, Arlington, VA 22209 - (703) 527-5331.

PRINCIPLES FOR ESTABLISHING ADMINISTRATIVE COMPENSATION PLANS

A. The formulation of administrative compensation policies should be undertaken through cooperative effort of the governing board, superintendent and administrative staff.

B. Administrative salaries should be based upon responsibility and time (daily rate and work year).

C. A true comparison of salaries can best be achieved on a daily rate basis. This pertains to comparison between teacher salaries and administrator salaries, or between different administrator salaries.

D. Administrative salaries should be comparable with like positions in similar districts.

E. In general, the daily salary rate of an administrator should be greater than his subordinates.

F. Administrators should receive employee benefits (health and welfare, leaves, vacation, etc.) at least equal to those granted other employees.

G. Compensation should be related to job function (level of responsibility), not job title.

H. Districts should have board-adopted personnel policies for administrators where these policies deal with situations and circumstances unique to administration.

I. Criteria for accepting previous experience for administrator salary placement should be uniformly applied.

J. Salary Comparisons (see ACSA Salary Survey)

1. In selecting district for external salary comparisons, factors to consider include: geographical area, ADA, like district organization (unified-high school-elementary), per pupil expenditure, and other appropriate considerations.

2. Benchmark classes (elementary principal, high school principal, etc., see ACSA Salary Survey) should form the basis for salary comparisons with other districts.

3. Position classes not included as benchmark classes should be allocated within the administrative salary schedule so as to provide appropriate internal alignment (rank order relationship) based on relative levels of responsibility.

4. In comparing total compensation with other districts, the following employee benefits should be considered:

   a) Medical and hospitalization
   b) Dental
   c) Prescription
   d) Vision
   e) Life insurance
   f) Paid annual physical exam
   g) Car (furnish-mileage-allowance)
   h) Expense account
   i) Conference and/or in-service funds
   j) Other fringe benefits

5. Each administrative class should have a written, district-approved job description. These descriptions should be reviewed periodically and updated when any significant duty changes occur.

6. The method for computing net working days (NWD) must use the same criteria for all certificated personnel.

   Daily Rate

   Should be computed as follows:

$$\frac{\text{Annual Salary}}{\text{Net Working Days (NWD)}} = \text{Daily Rate}$$

   Net Working Days (NWD)

   The method for computing Net Working Days should use the same criteria for all certificated personnel. It could be computed as follows:

a)	Days per year		365
b)	Minus Days Not Assigned		
	1) Saturday and Sunday	____	
	2) Legal Holidays	____	
	3) District Holidays	____	
	4) Unassigned Days (including Easter and Christmas Recess)	____	
	5) Days Paid Vacation	____	
	Sub Total	____	-____
	Net Working Days		=____

BASIC STRUCTURE FOR AN ADMINISTRATOR/SUPERVISOR/SUPPORT PERSONNEL SALARY SCHEDULE

A. The Administrative Salary Schedule should normally include five increment steps for experience.

B. For a normal five increment salary schedule, each increment should be not less than 5%.

C. Added incentives beyond the basic salary schedule may be developed in accord with district policy.

- ACSA Administrative Salary Survey, 1975-76.

MANAGEMENT TEAM: FRINGE BENEFITS

Upon request, School Administrators Special Services (SASS) has developed a selection of Management Team fringe benefit offerings.

As the Management Team concept emerges and is better defined, the Fringe Benefit Package for management team members has become an important focus. Sometimes, districts may not have the funds to significantly increase salary benefits -- so fringe benefit programs are able to provide recognition and economic incentives for members of the management team.

SASS can offer your Management Team a planned Fringe Benefit Package, most commonly offering:

Group Life Insurance
Supplemental Life Insurance
Income Protection
Accidental Death and Dismemberment Insurance
Family Life Insurance
Cancer Insurance
Personal Liability Insurance
Dental Care
Survivor Security Insurance
Vision Care

The Management Team Fringe Benefit Package must recognize a number of variables, such as:

Size of the Management Team
Demographics of the group -- census data
Funds available
Augmented benefits under existing district programs

Size and Cost Considerations:

Districts having fewer than ten people on the Management Team should use SASS-sponsored programs. Currently, SASS offers ten different insurance programs. All of these programs can be offered by a school district to its Management Team. The premiums will be the same as those paid by individual SASS members.

Districts with ten to twenty-four Management Team members should send their census data to SASS for evaluation and cost comparison. The composition of the group will dictate the best benefit/cost configuration.

Districts with twenty-five or more Management Team members, as a function of their larger size, have optimum flexibility in terms of benefits available at reduced costs. For groups of this size, complete census data should be developed and forwarded to SASS for evaluation.

Process Guidelines:

1. What will be the eligibility required for participation in the program?
2. Will the district be paying all of the cost?
3. What dollar amount has been allocated for the Management Team Fringe Benefit Package?
4. Proposed effective date.
5. Would this program be replacing another program?
6. Is there census data available for the prospective group to be insured; e.g., employee number, sex, age, occupation and annual income?

School Administrators Special Services has assumed the responsibility of functioning as a clearinghouse for continuing observation and the compilation of data on Management Team Fringe Benefit programs. This is a shared process. We are eager to be of assistance to administrators/districts and welcome your input.

If you or your district are interested in obtaining additional information, contact SASS in Burlingame.

Information is also available from ACSA on districts who pay professional association dues for members of the Management Team.

ACSA Administrative Salary Survey, 1975-76

WE INVITE YOU TO MAKE USE OF THE

District Management Team Service

and

Allied Management Services

These services are available at no cost to the School District or District Team members.

Ron Stewart
ACSA President

Since the advent of the Rodda Act, ACSA has been aware that significant changes would occur in the relationships of the employees in every school district in California. In most school districts the employees, exclusive of management and confidential employees, have opted to form a collective bargaining unit which has markedly changed the relationships between the employer and the majority of the district employees.

The union employees now negotiate their rights and working conditions at the bargaining table resulting in a binding contract which must be administered by management personnel.

The foregoing conditions prompts one to pose the question, where does management fit in this scheme of operations? What rights do management have? What is the relationship of management personnel with their employer? What is the design for input into the decision-making process? What are the responsibilities expected of management? What can management expect from its employers in terms of support, working conditions and the like? These questions and more must be resolved if we are to maintain a stable productive school system.

ACSA has joined hands with CSBA in providing school districts the opportunity to strengthen their management team by offering, upon request, the District Management Team Service. This service has been utilized by more than 60 districts to date and has proven to be of significant worth to each district served.

This brochure will provide you the details of this service as well as other services available to you which hopefully will assist in bringing about a strong and effective management team and insure stability in the school districts of this state.

Ron Stewart
ACSA President

(Copies of this brochure are available from ACSA headquarters.)

MANAGEMENT TEAM SERVICES

The purpose of the **District Management Team Service** is to provide management personnel and governing boards an opportunity to assess the effectiveness of their management team.

This service will be provided any school district upon written request from either the governing board, the superintendent, or the president of the local management association indicating that all parties have agreed to the request.

If the original letter of request is sent to either CSBA or ACSA, that organization will assume the responsibility to appoint the coordinator of the team and make all the necessary arrangements for the visitation. A copy of the letter must be sent to the association who has not received the original request.

The Service Team utilizes the interview method enabling all members of the management team and governing board members to provide input during the visitation. The team reviews all documents and procedures relating to the function and welfare of the management team. An oral report is made at the close of the visitation and a written report will be submitted upon request within ten days from the date of the visitation.

Contact Persons:

ACSA: Ray Curry, Assistant
Executive Director,
Employer/Employee Relations

CSBA: Richard Montgomery,
Director of Field Services

SUPERINTENDENT/BOARD RELATIONS WORKSHOP

Upon request from the superintendent and the governing board, a consultant from ACSA and a consultant from CSBA will conduct a 2-3 hour workshop on the role of the superintendent and the role of the governing board and their relationships. This request should be directed to both CSBA and ACSA, with either association receiving the original letter.

Contact Persons:

ACSA: Ray Curry, Assistant
Executive Director,
Employer/Employee Relations

CSBA: Richard Montgomery
Director of Field Services

LOCAL MANAGEMENT ASSOCIATION SERVICE

Upon request from the local management association president, consultant service will be provided to assist in a variety of local association needs.

Contact Persons:

ACSA: *Ray Curry, Assistant
Executive Director,
Employer/Employee Relations

*William McGowan, Field
Services Executive

**Gale Reynolds, Professional
Standards Executive

**Eugene McAdoo, Urban Services
Executive

*ACSA, 1575 Old Bayshore Highway
Burlingame, CA 94010
(415) 692-4300

**ACSA, Suite 111, 4020 Birch Street
Newport Beach, CA 92660
(714) 975-0621

CSBA, 916-23rd Street, Sacramento,
CA 95816 (916) 443-4691 11-79

Other ACSA Materials Which May Assist You

Operation Notebooks:

#26	The Management Team and You: Guideposts to Survival
#23	Elementary Principals: A Check List to Succeed
#22	Rev Up Your Staff Development Program
#21	Small School District Administrators
#20	Staff Development: Or Gettin' The Act Together
#18	School Community Councils and Advisory Boards
#16	Working With Advisory Committees
#13	Strategies For Administrative Staff Development
#12	Evaluation, Reassignment and Legal Rights of School Administrators
#8	An Update on Time Management
#5	An Organic Guide to School Public Relations

NOTE: Operations Notebooks are 35-55 pages

Management Digest Series:

#19	Making Meetings More Effective
#18	Motivation of Teachers
#16	Leadership Effectiveness
#11	Problem Solving Techniques For Administrators
#6	Management By Objectives
#3	The Principal as Instructional Leader

NOTE: Management Digests are typically 32 pages and draw extensively from the research facilities and expertise of the ERIC Clearing-house on Educational Management , University of Oregon

Miscellaneous Publications:

School Strikes/Prevention and Settlement-45 pg.

Contract Language or Analysis of A Sample Agreement Under the Rodda Act

Strike Communications: Before, During and After

The Grievance Handbook

An Organizational Perspective on Planning and Problem Solving in Schools

Sample Policies For Management Personnel

Presenters Guides - In-Service Training Programs

Contents of a typical Presenters Guide

All materials necessary to conduct the workshop are included in the package. Each Presenters Guide is different because of the topic presented. A typical kit, however, normally contains the following:

A. Plastic notebook cover for the Presenters Guide

B. An Instructor's Manual or resource book

C. What to do prior to the workshop

D. Sample plan for conduct of the workshop

E. Overhead transparencies to conduct the workshop

F. Suggested handouts (master copies are provided; each trainer reproduces copies for each participant).

1. Simulation game(s) for participation activities
2. Workshop evaluation form

Presenters Guide on "Organizational Development"

Organizational Development seeks to apply all we know about organizations to solve the practical problems that inevitably arise when people pool their efforts toward common goals. This program was developed by the Stanford Center for Research and Development and stresses the "structural approach". Areas included deal with the value of changing the setting, rearranging systematic characteristics, the importance of the formal organization (including size, authority, work interdependence, and evaluation systems), etc.

Presenters Guide on "Participative Management and Decentralized Decision Making"

Participative management and decentralized decision making are discussed in regard to philosophy, responsibility, accountability, organization, communications, alternatives, resources, the role of personnel, monitoring, evaluating, board policy, who's involved, and decentralized budgeting. The materials provide concepts, a working model, and case studies from districts that are "doing it" sucessfully.

Presenters Guide on "Personal or Program Planning"

This workshop describes a model for designing personal and process goals to help achieve product or educational goals. It also describes the purpose and procedures for development of an activity plan and provides examples to assist the administrator in developing his own plan of aciton.

Presenters Guide on "Advisory Committees"

Examples and guidelines are given for a number of advisory committees. Some items covered are district and individual school advisory committees on budget priority,

educational policy planning, fiscal management, and curriculum and instruction.

Presenters Guide on "Contract Management"

This workshop discusses contract management as it relates to California's Public Education Collective Bargaining Law. Collective Bargaining necessitates that management personnel attain skill and expertise in contract management if they are to effectively manage the employer's negotiated contract. The workshop is designed particularly for building level administrators, but includes good information for central office employees.

Presenters Guide on "Grievance Procedures"

This workshop is designed for both building level and central office administrators. It persents an understanding of grievances as defined in collective bargaining agreements and procedures for resolution of both grievances and complaints by employees. Grievance procedures are approached as problem resolution techniques, not necessarily as an adversary relationship. However, management personnel are reminded throughout the workshop that employee unions will tend to use grievances to attain rights often not negotiated in the contract.

Presenters Guide on "Needs Assessment"

The workshop describes a generic model that can be utilized with a variety of techniques for assessing needs and establishing goals. Some of the topics covered are: establishing goals, designing goal indicators, obtaining consensus, translating indicators into performance objectives, determining degree of student attainment, and selecting area requiring change.

Presenters Guide on "Problem Solving - Delphi"

The Delphi Technique is a method for the systematic solicitation and collation of opinion. It is applicable to virtually any decision making process. The Delphi Technique provides the user with the ability to involve all clients of the educational community - students, parents, adn staff members - in the goal of setting process.

Presenters Guide on "Problem Solving - Force Field Analysis"

This is a simple technique to assist a theacher or administrator in analyzing forces "working for" and forces "working against" solution of a problem. Materials provide instructions, sample forms and examples for a Force Field Analysis.

Presenters Guide on "Problem Solving Techniques"

This guide provides a detailed step-by-step model, with sample analysis forms, that an administrator or staff person may use for the decision-making process. It also provides several alternative problem solving strategies which facilitate planning, such as Force Field and Linear Analysis.

Presenters Guide on "Humanistic Layoff/Dismissal Precess"

With declining enrollment and the ever increasing squeeze on the educational dollar, it is necessary for educators at the site level to be cognizant of layoff and/or dismissal procedures. This presenters guide analysis, especially for the site

administrator, both the human and legal considerations that must be given. The guide is based upon the premise that most people want to improve if their work is less than satisfactory; but the guide also provides direction for the administrator who may find an individual who simply is unsatisfactory and who has no intnetion of making further improvements.

Presenters Guide on "School Public Relations: Common Sense Approaches"

Every member of the school staff - administrators, aides, bus drivers, custodians, secretaries, and teachers - plays an important role in a good public relations program. This guide discusses new releases, ideas for topics, use of telephones, visitors, and common pitfalls in public relations programs for both individual school and district-wide levels.

Presenters Guide on "Shared Decision Making"

This workshop is designed to reach three objectives: 1) to familiarize participants with three models of decision making; 2) to discuss critical factors to be considered in designing shared decision making models; 3) to analyze the advantages and disadvantages of these typical decision making models. The package contains individual and group exercises.

Presenters Guide on "Strike Communications"

Lew Armistead, Public Informaiton Executive for ACSA, has recognized the importance of maintaining correct, complete, and concise communication with a variety of audiences during the turmoil associated with school district strikes. While there may be no "right" way to maintain communication, the author has called on his vast practical experience to outline areas of concern. Communication at all times is important; during strikes it is critical.

Presenters Guide on "Time Management"

Various techniques are described which assist the school administrator in making better or more productive use of time. The program is designed to be implemented immediately and covers such areas as: finding time often overlooked, correspondence, telephone, visitors, meetings, office procedure, using secretarial time wisely, and delegation.

This bibliography was prepared by the ERIC Clearinghouse on Educational Management for distribution by the American Association of School Administrators, the Association of California School Administrators, and the Wisconsin Secondary School Administrators Association.

1. Boles, Harold W. "An Administrative Team? Journal of Educational Administration, 13, 2 (October 1975), pp. 73-80. EJ 134 517.

In this report on the management team in one Michigan school district, Boles cites a situation that is all too common. His report reveals that the management team existed in name only. The term "administrative team" was being "applied to periodic meetings of individuals who were in no sense a team." While the team included principals and assistant principals, teacher requests for participation on the team were never acted on. Meetings were not convened along carefully prepared agendas, and items of interest to only a few members were often discussed in the presence of the entire committee. The word "policy" was often used to refer to things that were clearly not policy. The consideration of goals, philosophy, and curriculum was almost totally omitted.

This apparent confusion concerning areas of authority and responsibility was corroborated by Boles' testing instrument. He discovered that there was no consistency in terms of the expectations members of the team held for each other. In only one case was the individual's self-evaluation the same as the other members' evaluations of him.

Boles concludes that the team concept and the idea of management by objectives had been instituted in this case without being clearly understood. Members of this team were not receiving the necessary feedback concerning their performance, and they were unsure what behaviors to expect from others on the team. Boles recommends the use of his questionnaire to gauge performance expectations and to provide feedback.

2. "The Brewing--and, perhaps, Still Preventable -- Revolt of the School Principals." American School Board Journal, 163, 1 (January 1976), pp. 25-27. EJ 130 919.
"It's Late, But There's Still Time to Give Your Principals a Real Say in Management." American School Board Journal, 163, 2 (February 1976), pp. 32-34. EJ 132 499.

This pair of related articles reports the results of a survey of American and Canadian schools. It reveals that "vast numbers of the 92,000 principals in the United States -- and many of Canada's 10,000 as well -- are providing ominous indications that they are perilously close to rebellion against the top

management of their school districts." Of those surveyed, 86 percent were in favor of laws that "would mandate school boards to bargain formally with principals." Half of the principals reported serious problems of communication with superintendents and boards. Fully 48 percent "find themselves (regularly or occasionally) seriously at odds with their superintendents and/or school board." Roughly the same percentage felt that many of their prerogatives had been lost in the bargaining between top management and teachers.

As concerns their role in decision-making, the principals felt they were consulted only when they became disagreeable or when the situation required a scapegoat. Except in times of crisis, most principals felt they were ignored. As a remedy to this solution, 16 percent replied that they have attained a management voice through a formal role at the bargaining table. Another 30 percent claimed their voice was heard through a management team, but half of this 30 percent felt the team was either ineffective or existed in name only.

But the Journal survey reveals a more positive side as well: 59 percent of the principals were convinced that they still retained "some important controls"; 86 percent replied that they received strong support during times of real trouble (disruptions, racial violence, vandalism); 83 percent reported that their boards and superintendents were receptive to new ideas. Over two-thirds saw themselves as educational leaders rather than as shop foremen.

What will prevent the "principals from bolting into formal unionism -- thereby gravely weakening, if not destroying, the concept of the school management team?" While many people feel that the issue of administrator unions has become a moot point in many districts, the fact remains that principals not only want decisive leadership but they also want to be part of it. Boards and superintendents must agree to define the authority of school principals and to allow their participation in the discussions and negotiations that lead to decisions.

3. Coccia, Joseph A. "Point, Principals: Not Middle Management," and Barea, Norman. "Counterpoint, Principals -- Yes, They Are Management." NASSP Bulletin, 61, 405 (January 1977), pp. 79-84. EJ number not yet assigned.

One problem inhibiting the development of the management team is the question of the principal's role. Is the principal middle management or is the principal more properly a teacher? This is perhaps the single most important issue facing the district that wants to implement a management team.

Coccia argues that the reclassification of "principals as

middle management is of recent vintage." They are considered team members only when administrators find it convenient. While Coccia acknowledges that the team feeds an instinctive need for "identity and status," the principal should be regarded as "the master teacher" and should be allowed to "be part of teacher organizations and should have representation on teacher bargaining units." Two benefits would accrue to principals in teacher unions. First, principals would want what is best for their staff, and their organizations would function better. Second, teachers might be less anxious in bargaining sessions to divest principals of their powers.

Barea argues that while many of the prerogatives principals once held are now formalized by a negotiated contract, the fact remains that the tasks enumerated in the agreement are "clearly managerial." In Michigan, for example, general school laws define the principal's duties. The principal is responsible for the operation and evaluation of educational programs. The principal advises on matters of promotion, discipline, scheduling, budgeting, and much more.

Only two courses are open to the principal, who now carries "more responsibility with less authority" than at any other time. Either the principal must be part of a management team that truly works or he must belong to a principals' organization that negotiates formally with the board. Barea sees no other alternatives. A principal who becomes part of a teaching organization risks becoming a "pawn of the faculty."

4. Coelho, Robert J. "Administrative Team Approach - Development and Implementation." Paper presented at the American Association of School Administrators annual meeting, Dallas, February 1975. 21 pages. Ed 106 947

Declaring that the issue facing school districts is no longer whether to change, but how to direct and control change. Coelho reports on the development of a district wide management team in the conservative New England school district where he is superintendent. The team concept resulted from four specific goals of Coelho and two colleagues. They wanted to create self-renewing structures, to minimize permanent systems, to promote a "systems" view in all parts of the district, and to create a system that allows for full airing and handling of conflicts.

The success that Coelho reports is attributable to several factors. First, the district made use of personnel, including systems designers, from a neighboring industrial corporation and a neighboring university. These third-party consultants met initially with the superintendent and his colleagues, who were themselves taking management courses to prepare for these changes. Eventually the consultants moved toward offering a

number of onsite curriculum workshops in problem-solving, leadership, communications skills, and goal-setting for principals and assistant principals. Area supervisors and other middle management personnel attended one-day sessions for 12 consecutive weeks.

The result of these sessions was the emergence of what Coelho calls "work families." Employees with common goals and problems joined together.

Besides the intensive reliance on in-service training and consultants, much of the success of the program was surely due to the willingness of the district to start its organization reforms at the top.

5. Erickson, Kenneth A., and Rose, Robert L. "Management Teams in Educational Administration. Ideal? Practical? Both?" Eugene: Oregon School Study Council, University of Oregon. OSCC Bulletin, 17, 4 (December 1973). 24 pages. ED 084 662.

In an attempt to supply a basic introduction to the concept of management teams, Erickson and Rose ask and answer 20 questions about what teams are and how they work. The material is a distillation of seminars sponsored by the Field Training and Service Bureau of the College of Education, University of Oregon.

Erickson and Rose assert that the "idea" of the team is perhaps more important than the actual form a team might take. There is no perfect team structure for any school district, and each district should form teams to meet its own needs. One example of a flexible team model was found in San Leandro, California. When a problem arises, the management team appoints a task force of concerned persons who in turn select a chairman who gathers information and proposes solutions. The task force accepts, critiques, modifies, or rejects the solution before it goes to the original team, which can also accept, modify, or reject. The San Leandro team has 20 members and is basically a "listening, approving, disapproving, and delegating kind of team."

Another question and answer specifically outline seven options for a superintendent who finds himself in disagreement with the recommendations of his management team. These options range from veto power to the calling in of consultants.

One advantage of team management is that it provides better decisions in a climate of higher morale. Some disadvantages are that the processes of team management require more time and a sincere effort on the part of the superintendent not to try to have all the answers.

6. Haines, Gerald. "The Management Team: Advocate for Kids." Thrust for Educational Leadership, 6, 2 (November 1976), pp. 7-9. EJ number not yet assigned.

While everyone recognizes that schools exist to provide for students, often the various needs of the staff, the organization, or the community interfere with these goals. Because school principals are often forced to react to front-burner issues, long-range planning and the goals of the organization may be neglected for the temporary issues. Only a true management team "can develop congruence between the needs of all the groups and direct them toward the common goal of student success." Under a system of team management, all groups have an area of clear authority, and everyone is a manager.

In an attempt to create a comprehensive system with the goal of developing "self-directing, self-motivating individuals" working for the common good, Pioneer High School in Whittier, California, planned and implemented a management team program over a four-year period. In 1973 the district sponsored a management workshop for board members, the central office staff, and principals. During the following two years, the high school wrote a "school achievement plan," which enumerated resources, specified goals, and generated job descriptions. A number of district workshops were sponsored, and as the plan progressed more people were involved in the process.

Haines lays the success of the plan to the fact that it was predicated on building the success and self-esteem of the subordinate. In addition, the plan was initiated at the board level.

7. McNally, Harold J. "A Matter of Trust. The Administrative Team." National Elementary Principal, 53, 1 (November-December 1973), pp. 20-25. EJ 085 992.

The old hierarchial structure of school districts is giving way to the more democratic processes of collective bargaining and consultative decision-making. Specifically, the management team is one aspect of this new democratic feeling. As McNally defines it, the management team is not an informal social group or an "inner circle" without definitive status. Nor is any body that excludes principals consistent with the true idea of the team. Rather, it is a group recognized by the board and superintendent as part of the "formal administrative structure of the school system." The team includes central office staff and middle management in the schools and makes important decisions on policy and interpretation of policy.

To make the management team work, trust and open communication are essential. The role and responsibility of each team member must be clearly spelled out. McNally points to

a study of a Michigan team that revealed much confusion and "role ambiguity" on the part of team members. Each team member should participate in decisions about roles and decisions about goal-setting. The team must also be evaluated regularly to maintain its effectiveness.

McNally does not believe that the team will necessarily make all the decisions in the district. But he does believe that its legitimate domain of concern can include the team's salary and working conditions.

8. Salmon, Paul B. "Are the Administrative Team and Collective Bargaining Compatible?" Compact, 6, 3 (June 1972), pp. 3-5. EJ 061 340.

If the idea of team administration makes sense, asks Salmon, why is there so little report of its success? He surmises that "it's easier to profess faith in the concept than to make it really work." To make the team really work requires care, complete commitment, and a superintendent who can withstand the pressure to make quick judgments without consulting his team.

Salmon recognizes that a key member of the management team will be the principal. But he recognizes also that the principal is skeptical about his status on a management team and is concerned about providing for his own welfare. Of the options open to principals, Salmon rejects the notion that principals ought to rely on the goodwill and benevolence of the board and the superintendent. But he also rejects the notion that principals ought to form bargaining units. As middle management, principals are integral to the administrative process. Principals are proposers of items to be bargained, recommenders of changes in the contract, implementers of new contracts, and reviewers of agreements under negotiation. All these responsibilities lock the principal firmly into the management team.

Salmon favors meet-and-confer negotiations and the issuance of a management manifesto that instantly legitimizes the team, recognizes its members, and defines their duties. The manifesto would acknowledge that matters of salary and benefits could be a regular agenda item for the team's discussion.

9. Schmuck, Richard A. "Development of Management Teamwork: National Overview." Paper presented at the Educational Managers Annual Academy, Wemme, Oregon, July 1974. 7 pages. ED 094 456.

Schmuck sees a paradox in modern institutional life. As life grows more complex, people become increasingly interdependent on each other. To be successful, an institution requires the collaboration of many individuals. But at the same time, individual diversity often works against collaborative inter-

dependence. That is, employees need to speak for themselves, to feel their voices are heard concerning the issues that affect their lives. In traditional organizational structures, this human diversity and uniqueness are often squelched. But not so in team management, which in fact exploits individual talents and members' strengths to reach wise decisions. Key to the notion of the management team is that members hold "some degree of reciprocal influence over one another."

The advantages of the team are manifold. The increased input from all parts of the school district can give "an increased understanding of how the district structure works." Input from minority groups can increase the effectiveness of planning. Because collaboration in decision-making results in an "increased sense of psychological ownership in relation to managerial actions," a group decision is more likely to be fully implemented than a decision that is merely shuttled down from district headquarters.

The size of the team itself is crucial. It should be large enough to encompass representatives from all subsystems and still small enough for face-to-face discussions and collaboration. The team should typically not exceed 15 members. Large districts will have a series of teams with members in "link-pin" roles servine on the deliberations of at least two teams. Some teams are permanent, some are temporary.

The goal of team deliberations need not be 100 percent agreement. The goal is primarily that everyone understands the issue at hand, can paraphrase it, has a chance to air his or her feelings, and is at least willing not to sabotage the majority's decision.

10. Sharpe, Fenton. "Trust - Key to Successful Management" Eugene, Oregon: Oregon School Study Council, University of Oregon. OSSC Bulletin, 19, 2 (October 1975). 23 pages. ED 113 827.

The concept of team management is attractive because members of the team "become more vitally involved in the planning and implementing processes" than they might in some other kind of organizational decision-making process. But the greatest drawback to the effective functioning of the team is the same one inherent in every large organization. That drawback is the lack of trust in everyday communications and interactions.

Sharpe writes that "trust is an act of willing dependence by one person upon another or group of others." This willing dependence involves a great deal of emotional risk, however. The risk is minimized in a hierarchical organizational struc-

ture in which decisions flow from the top down. A plethora of rules and regulations further protects members from risk by clearly specifying acceptable and unacceptable behaviors.

A refusal to share decision-making power implies that "ordinary participants in the enterprise cannot be trusted to exercise responsibility." Sharpe cites a study that reveals how a climate of mistrust affects worker and managerial attitudes. Communication becomes distorted, and there is less originality of thought, a fear of controversy, and greater emotional instability.

The responsibility for engendering trust lies with the educational leader who must learn to trust himself and others. He must be willing to delegate important decisions to other members of his team. With this increase in trust comes an increased effectiveness in problem-solving, increased emotional stability, and greater intellectual development.

- from "The Best of ERIC"
Number 28, May 1977

- from THRUST, March 1977, Vol. 6, No. 4

Collective Bargaining For School Administrators: A Significant Development In The Field Of Labor Relations

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BRUCE S. COOPER *is Professor of Education at Dartmouth College, New Hampshire.*

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Despite the current wave of interest in forecasting the future, there are signs that prophecy-making is a risky undertaking. Nowhere are the perils of prophecy more evident than in the field of labor relations. M. Chester Nolte, for example, in his informative monograph on the *Status and Scope of Collective Bargaining in Public Education* noted, but attached little significance to, the granting of collective bargaining rights to school administrators. He commented briefly on the trend to allow separate bargaining units for teachers and administrators but omitted any reference to administrator bargaining when he issued his 11 predictions for the field of school personnel administration in the decade of the 1970s.

In retrospect and with the non-trivial benefit of hindsight, Nolte's oversight appears to be an egregious one for several reasons. Administrator bargaining units have spread like a forest fire in a record breaking drought. Prior to 1970 few such units existed in this country; almost seven years later approximately 1,275 units are sitting on the opposite side of the bargaining table from boards of education. At least 300 of these units have negotiated written agreements in an effort to reduce their vulnerability to boards of education and pressure groups. Moreover, a national union of school administrators, the American Federation of School Administrators, with 52 locals and a membership of 9,545, has been granted full-fledged status in the AFL-CIO (on July 7, 1976). This national union of administrators is the first of its kind in the United States and is only the second group of employees to be given union status in the AFL-CIO since 1955.

The unprecedented formation of an administrators' union and the rapid growth of bargaining by school administrator groups are not the only indicators of the real or potential significance of this labor relations practice, however. Since the passage of the Taft-Hartley Act of 1947, supervisors and managerial employees in the private sector have been prohibited from establishing collective bargaining units. A House Report issued in connection with the Taft-Hartley bill expressed the following concerns about the unionization of supervisors:

> Supervisors are management people. They have distinguished themselves in their work. They have demonstrated their ability to take care of themselves without depending upon the pressure of collective action. No one forced them to become supervisors. They abandoned the 'collective security' of the rank and file voluntarily, because they believed the opportunities thus opened to them to be more valuable to them than such 'security.' It seems wrong, and it is wrong, to subject people of this kind, who have demonstrated their initiative, their ambition and their ability to get ahead, to the leveling processes of seniority, uniformity and standardization that the Supreme Court recognizes as being fundamental principles of unionism. (J. I. Case Co. v. National Labor Relations Board, 321 U.S. 332 (1944).) It is wrong for foremen, for it discourages the things in them that made them foremen in the first place. For the same reason, that it discourages those best qualified to get ahead, it is wrong for industry, and particularly for the future strength and productivity of our country.

A Senate Report echoed these same concerns when it noted that the unionization of supervisors adversely affected production, increased the accident rate, upset the balance of power in collective bargaining, and clouded the distinction between management and labor.

"Administrators employed by federal government . . . are denied bargaining rights."

Administrators employed by the federal government, like their counterparts in the private sector, are denied bargaining rights. Until 1962, federal employees at all levels were prohibited from unionizing. With the signing

of Executive Order 10988 by late President John F. Kennedy, federal workers became eligible to bargain with management on "personnel policy and practices and matters affecting working conditions"; however, supervisors, other agents of management, and managerial employees were refused similar rights.

In light of the prevailing opposition to the unionization of administrators outside the field of education and the accelerated bargaining activity among school administrators, we deem it important to inventory the administrator bargaining movement. The discussion that follows merely highlights several aspects of this movement. Because the movement is in its infancy, our intent is to inform, not to judge. As the movement matures and experience is accumulated and recorded, assessments will be warranted. In the meantime, however, statements about the goodness or badness of collective bargaining for administrators are quite appropriately viewed with skepticism.

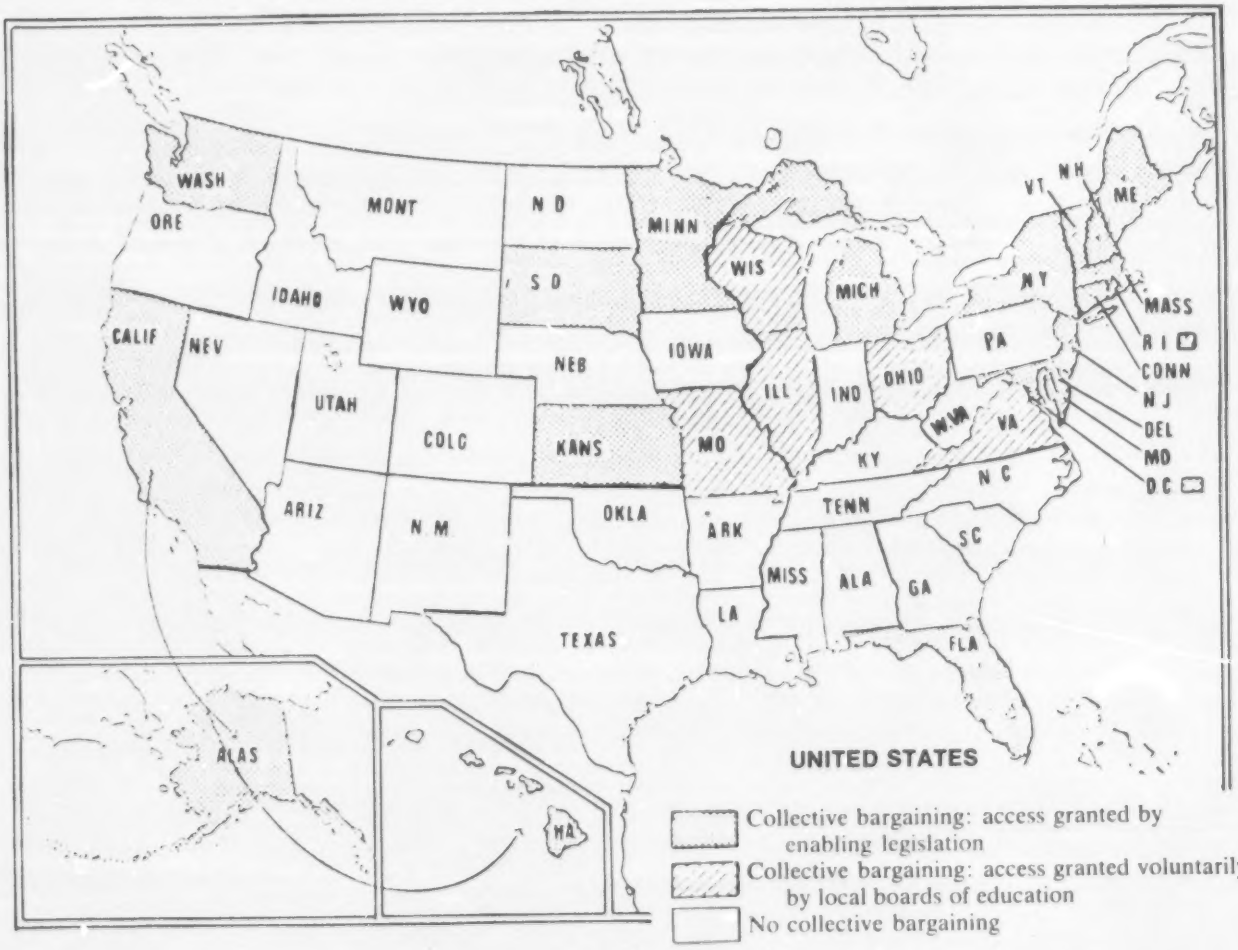
Based on our examination of existing state statutes, analyses of rulings by state labor commissions, phone interviews with state officials, comparisons of teacher and administrator contracts, and reviews of the relevant, but sparse, literature on administrator bargaining, we have identified three major trends in collective bargaining for school administrators:

1. The granting of bargaining rights to teachers is a necessary, though insufficient, condition for granting similar rights to administrators.
2. The eligibility of administrators for collective bargaining is more often determined by job function than by job title.
3. The scope of negotiations is similar for administrators and teachers; however, the actual provisions of the negotiated contracts for the two employee groups show more striking differences than similarities.

Let us now examine each of these trends in some detail.

Granting of collective bargaining rights to teachers is a necessary, though insufficient, condition for granting similar rights to administrators. The map in Figure 1 depicts the geographical distribution of administrator collective bargaining in the United States. Currently, there is

Figure 1: Geo-Political Depiction of Administrator Collective Bargaining in the United States.



some bargaining activity in 24 states, plus the District of Columbia. In 17 of these states enabling legislation provides administrators with ready access to the bargaining table while in the remaining seven states administrators bargain because boards of education have voluntarily entered into extra-legal bargaining arrangements. Irrespective of the basis for bargaining (i.e., legal or extra-legal), there is no state in which administrators bargain and teachers do not. When one moves from the state to the local level, the same pattern prevails; we have not been able to locate a single instance where administrators constitute the sole certificated employees' bargaining unit.

The link between administrator and teacher collective bargaining is not a perfect one, however. Bargaining rights for teachers seem to be a necessary, though not a sufficient, condition for bargaining by administrators. In three of the 20 states which have granted bargaining rights to both administrators and teachers, no administrator bargaining units have yet formed. Similarly, in only two of the eight states which passed enabling legislation for teacher bargaining are there any bargaining units for administrators.

To understand why teacher bargaining is not a sufficient condition for administrator bargaining, one must recognize that the establishment of a bargaining unit at the local level is the joint product of the administrators' desire to organize and the board of education's willingness to recognize a union composed of administrators. Since most employers are reluctant to grant recognition to white-collar unions, winning employer recognition often requires the help of the government. Administrator unionization provides a good fit with the white-collar model as 97 per cent of the local administrator bargaining units are located in states with enabling legislation. Boards of education are indeed loath to grant bargaining rights to administrators in the absence of government action.

The willingness of administrators to join a union probably originates from the same force that motivates white-collar workers to organize. "Before a group of workers can be successfully organized, there must be some irritating condition resulting in a widespread feeling of dissatisfaction," wrote George Sayers Bain in his *The Growth of White Collar Unionism*. Consistent with this generalization, districts which lack the necessary "irritating condition" are not likely to have administrator bargaining units.

In our judgment, there are four likely candidates for the "irritating condition" that is apt to spur unionization among administrators. The first irritant is the bureaucratization that may be engendered by the bargaining activities of teachers. As teachers succeed in supplanting administrator discretion with rules and regulations, the administrator is likely to perceive that he or she is unable to influence the conditions affecting the effectiveness and efficiency of his work group. The incentive to join a union is the belief that collective action will provide such influence.

A second irritating condition also stems from the bargaining activities of teacher unions and is encapsulated by the concept of relative deprivation. If administrators perceive that the wage boosts received by teachers are narrowing the "bread and butter" gap between the two employee groups, the administrators are more likely to regard unionism as an attractive possibility.

There are at least two other irritating conditions which might possibly stimulate unionism among administrators; these conditions have external rather than internal origins. A rapid rise in the cost of living prompted a boom in white-collar union membership in the late twenties and early thirties. Thus, a period of inflation accompanied by a decrease in the standard of living could become the discontenting factor which in the future would swell the ranks of unionized administrators. Another irritating condition, one already in evidence, stems from turbulence in the organizational environment. Harrassment of and complaints against school administrators by members of the community can spur administrators to protect their interests by unionizing and negotiating contract provisions like the following:

> The administrator or supervisor involved and the president of CCAS (Cleveland Council of Administrators and Supervisors) shall be given full information as to the nature of serious complaints or charges made by parents, students, or any special interest groups which appear to be organized, and be given every opportunity, resource and help to answer or cope with such complaints or harrassment. (Agreement between the Board of Education of the Cleveland City School District and the Cleveland Council of School Administrators and Supervisors.)

The eligibility of administrators for collective bargaining is more often determined by job function than by job title. Observers of the American educational scene are accustomed to referring to their administrators as superintendents, assistant superintendents, directors, principals, assistant principals, and department chairpersons. Implicit in the use of these titles is the notion that these positions belong to a solid, unified management class and are distinct from and in opposition to labor. The unionization of administrators muddies this historic distinction and creates the need to determine who among the administrators are entitled to collective bargaining. In responding to this need, state legislatures have tended to favor the National Labor Relations Board's (NLRB) distinction between managers and supervisors over the conventional labeling system of school administrators.

The NLRB differentiates between managers and supervisors on the basis of job functions. According to the NLRB, managerial employees "formulate, determine and effectuate management policies . . . they express and make operative the decisions of management." (Ford Motor Co., 66NLRB 1317, 1322) A supervisor, on the other hand, is "any individual having authority, in the interest of the employer, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, or discipline other employees, or responsibility to direct them, or to adjust their grievances, or effectively to recommend such action, if in connection with the foregoing the exercise of such authority is not of a merely routine or clerical nature but requires the use of independent judgment." Prior to the passage of the Taft-Hartley Act of 1947, this managerial-supervisory distinction was used by the NLRB to determine the elig-

ibility of administrators for collective bargaining. Supervisory employees were granted bargaining rights while managerial employees were not. Later, as we have noted, both groups of administrators were prohibited from forming bargaining units.

In applying the NLRB's definitions, or some variant to them, to administrative positions in educational settings, controversy inevitably arises over the classification of employees as managers or supervisors. When a dispute of this nature occurs at the local district level, a state public employment relations commission usually hears the case and issues a ruling which is binding unless it is overturned by a state court upon appeal. If the commission declares that a segment of the administrative cadre essentially performs supervisory functions, this group is eligible to organize and to bargain with the board of education. If, on the other hand, the commission rules that the administrators in question are managerial employees rather than supervisory employees, the administrators lose their collective bargaining rights. In either eventuality, the ruling is applicable only to the district in which the dispute originated.

To clarify how these management-supervisory designation disputes are settled on a case-by-case basis by the state public employment commissions, we will review one of the most elaborate and informative rulings available on the issue. In New York City the Board of Education sought to designate its elementary, junior high, intermediate, special and senior high school principals as managerial employees. The application for designation of these five types of principals as managers was opposed by the Council of Supervisors and Administrators, the recognized negotiating representative of the principals. Despite the employer's repeated plea that it would not be able to function properly without having its principals designated as managerial, the New York Public Employment Relations Board (PERB) ruled that the principals satisfied none of the statutory tests of managerial status: formulating policy, participating in collective negotiations on behalf of the employer, playing a major role in the administration of agreements, and fulfilling a major role in personnel administration.

A close scrutiny of the reasoning underlying the PERB's ruling in this case provides further insight into the possible distinctions between managerial and supervisory work. In assessing whether New York City principals were involved in formulating policy, the New York State PERB stated the following position:

> To be managerial, the concept of policy formulation must be applied not at the lowest operating unit of the employer, but at a level of responsibility sufficiently high to encompass a discrete department or agency. Principals, of course, do not satisfy this standard; their spheres of influence do not extend outside their individual schools (and school communities). Moreover, the fact that each school will reflect the unique composition and needs of its student and community population in its instructional programs is the result of a fundamental policy determination at the City and at the Community Board level. It is this latter function that should be deemed to be the formulation of policy . . .

According to the New York State PERB, managers and supervisors are also distinguished by the role they play in administering agreements reached between teachers and boards of education. Although principals may be expected to see that the terms of such an agreement are fulfilled, their functions are basically supervisory in nature since they do not exercise the requisite degree of independent judgment. That is, the principals are not empowered to implement portions of the agreement so as to produce important changes in the "government's procedures or methods of operation." Determining first step grievances is also a supervisory badge because the principal is expected to follow policy established at a higher level. Finally, authority over staff assignments does not constitute evidence of managerial status when this authority is codified and circumscribed in a collective agreement.

The most significant test of managerial rank in the eyes of the New York State PERB is participation in collective negotiations. To warrant the managerial designation, one must satisfy two criteria. First, the person must be a part of the decision-making process that prepares for collective negotiations with the rank and file. Second, there must be direct involvement in the negotiating process. Being present at the negotiations sessions as an observer or as a resource person does not suffice, nor does the occasional offering of solicited advice on negotiating topics. One must function in a decision-making capacity to be considered a manager. Since New York City principals were not directly involved in negotiations, they were classified as supervisors by PERB. Principals in the Copiaque, New York, district, on the other hand, were designated as managerial employees because they served in rotation on the employer's negotiating team.

The scope of negotiations is similar for administrators and teachers; however, the actual provisions of the negotiated contracts of the two employee groups show more striking differences than similarities. In states which authorize collective bargaining for both administrators and teachers, legislators are inclined to grant the two groups of employees identical latitude at the bargaining table. Since teachers ordinarily enjoy a broad scope of bargaining, administrators do too. The one exception to this pattern is the state of Washington which restricts the scope of bargaining for administrators. In that state, a unit containing only supervisors and/or principals and assistant principals is limited in the scope of bargaining to compensation, hours of work, and the number of days of work in the annual employment contracts. Teachers are allowed to negotiate these items, plus the terms and conditions of employment.

Since state statutes merely oblige boards of education and employee groups to bargain in good faith on matters within the scope of negotiations but do not compel either party to accept a proposal, one expects to find variation in agreements negotiated by administrator and teacher bargaining units. Our secondary analysis of 100 administrator agreements and 1529 teacher agreements supports this expectation; we found four major differences between the contracts of administrators and teachers. We view

these differences as suggestive, but inconclusive, at this point because our secondary analysis is not based on tests of statistical significance or random samples of existing administrator and teacher agreements.

The relationship between teacher bargaining units and boards of education are more formalized and standardized than the relationships between administrator units and boards of education. This greater degree of formalization and standardization is evident in the written provisions concerning the negotiation procedures and the rights of the employee organization. With respect to spelling out the negotiations procedures, teacher agreements are more likely than administrator agreements to specify the procedures to be followed at negotiating sessions (69 versus 47 per cent) and to stipulate a procedure for handling an impasse (32 versus 19 per cent). As for the rights of the employee organization, teacher agreements are more likely to contain provisions which enable the employee organization to use the district communication system, facilities, and equipment for organization business (51 versus 34 per cent); to allow dues deduction (64 versus 53 per cent); to grant leaves of absence to members for full time service to the organization (22 versus 12 per cent); and to give time off for grievance hearings and negotiations (20 per cent versus none).

A second major difference between teacher and administrator agreements is the degree to which the conditions of work are formalized. Teacher agreements are far more likely to specify such terms and conditions of employment as hours in the work day (54 versus 13 per cent) and work loads and schedule (43 per cent versus none). These provisions often are buttressed by extra pay for special activities (74 per cent) and working overtime (24 per cent). Administrator agreements, on the other hand, are silent on what constitutes an appropriate work load or schedule; furthermore, there is no mention of overtime pay. Apparently, supervisors and managers are governed by the same organizational norm, viz., the time one devotes to his or her job should be determined by the work to be accomplished and the services to be rendered, not by the clock. The pay differential between teachers and administrators stems in part from the existent of this norm.

Teachers and administrator agreements also vary in the extent of formalization and standardization on matters affecting or relating to job security. The procedures for evaluating employees (58 versus 36 per cent) and effecting employee transfers (58 versus 45 per cent) are more likely to be spelled out for teachers than for administrators. Furthermore, when a teacher is disciplined or reprimanded, the procedures are often elaborated in the agreement (34 per cent); conversely, when administrators receive sanctions from their superiors, the steps are not structured by the agreement. However, in the event of the need for a reduction in force, administrator contracts are somewhat more likely to specify the procedures for lay off and recall (24 versus 12 per cent). We attribute this latter difference in part to the time period in which the agreements we have analyzed were negotiated. The administrator agreements are of more recent origin and, therefore, more likely to have been negotiated when declining enrollments posed an immediate threat to job security.

The fourth, and final, feature that seems to distinguish administrator and teacher agreements relates to fringe benefits. Administrator agreements are more likely to contain sabbatical leave provisions (77 versus 60 per cent); to offer group income protection or disability plans (30 versus 11 per cent); to supply group life insurance (56 versus 35 per cent); and to provide legal aid for action taken in performance of duties (30 per cent versus none). Teachers have the edge over administrators in but two fringe benefits: severance pay upon retirement (23 versus 9 per cent) and some form of leave for personal business (82 versus 36 per cent). This trend toward greater benefits for administrators is consistent with the view of labor relations specialists who recommend that boards of education provide ample financial rewards to supervisors in recognition of the crucial role they play in enforcing agreements with teachers.

Some interesting similarities, as well as differences, exist between administrator and teacher agreements. The agreements of these two employee groups (90 per cent) create wage structures based on seniority, uniformity, and standardization, hallmarks of trade unionism. As a result, salaries depend upon experience, formal training, and job classification. Rarely does merit or incentive pay (less than 10 per cent of the time) appear in a negotiated agreement of teachers or administrators. Almost all of the administrator and teacher agreements specify some form of grievance procedure (approximately 90 per cent in both cases); nearly two-thirds of the agreements provide for mediation or arbitration in the event of persistent disagreement about the resolution of the grievance. On the other hand, less than 10 per cent of the agreements make provisions for an agency shop or for a binding decision when an impasse is reached during negotiations.

In this paper we have attempted to characterize some of the basic features of the administrator collective bargaining movement and to suggest why we consider it to be a significant development in the field of labor relations. Nonetheless, we still wonder if this movement is anything more than a temporary anomaly. Nearly 20 years ago Congress wrote legislation which denied supervisors the bargaining rights granted to them by the United States Supreme Court. When, and if, Congress passes national legislation granting educators the right to bargain, the issue of bargaining rights for supervisors may surface again. If, at that time, the current pattern of bargaining rights prevails, this question is likely to be asked: Why should school administrators be allowed to bargain when their counterparts in the federal service and the private sector are denied this right? The answer to this question is by no means a trivial one, for it may either cost the school administrators their bargaining rights or prompt the legislative and executive branches of the federal government to draft a new bill of rights for other administrators. □

THE NEED FOR POLICIES FOR MANAGEMENT PERSONNEL

Ron Stewart, ACSA President, 1979-80

In the original publication on Board Policy Guidelines for Management Personnel developed by the Personnel Administration Committee, the following introduction was utilized:

"Since the enactment of the Rodda Act the overwhelming majority of the employees in the public school system of California have opted for exclusive representation with the employers and have negotiated their 'rights' in the form of a bilateral contract on conditions of employment. In the meantime, management personnel, in the main, have been without the benefit of board policies that govern their working conditions. As a result it is the desire of management personnel that all governing boards acknowledge that their position and responsibilities are unique. Further, that management personnel occupy a separate and distinct professional responsibility within the field of public education. In consideration of this unique status governing boards should take positive steps to recognize the following provisions in their relationship with management personnel and to incorporate into policy those working conditions that expressly meet their needs."

The statement is still valid. Management personnel do occupy a separate, distinct and key place in providing leadership and in the conduct of the operation of a district. Their position and responsibilities are unique, and Boards of Education need to recognize and reward the members of the management team.

Good, sound, well developed and adopted policies are a significant step in that direction.

It is also highly important that everyone recognize that confidential employees play a significant role in the operation of any school district. The ACSA Personnel Committee and Board of Directors urge you to review your current practices and to give the recognition deserved by all confidential employees and make them an integral part of the management team. The ACSA Board of Directors has adopted the following resolution:

> WHEREAS the passage of SB 160 prohibited confidential employees from the right to collective bargaining with their employer, and
>
> WHEREAS confidential employees serve an important and vital capacity within a school district, and

WHEREAS confidential employees deal with confidential information of interest and concern to management, and

WHEREAS confidential employees are entitled to have their rights and responsibilities clearly defined,

BE IT THEREFORE RESOLVED that ACSA recognizes their contributions, supports their efforts, encourages their membership, and urges all school districts to provide a body of policies specifically designed to fit their working conditions and make them an integral part of the management team.

DRAFT

VISALIA UNIFIED SCHOOL DISTRICT

BOARD POLICY

905.2

PROPOSED BOARD POLICY (New)	Certificated Administrative Employees, Contract Status of
FIRST READING: January 23, 1979	Submission Office: Superintendent

Certificated Administrative Employees, Contract Status of

Upon re-appointment by the Board of Education of a Management Team member to a certificated administrative position, entitled Director, Principal, Assistant Principal, Dean of Students or Program Coordinator, the particular employee shall be granted a two-year employment contract for professional services to be rendered to the District.

The following terms and conditions of employment shall be expressly made part of the specified terms and conditions of the contract:

A. The position title, inclusive dates of the stipulated employment period and provisions for notification of contract renewal

B. The annual salary and method of payment

C. A definitive statement of duties specified in the approved job description for the particular position

D. A hold harmless and indemnification section providing protection against legal proceedings arising while the employee is performing the duties of the administrative assignment

E. Provisions for rights of due process relating to Statutory Laws, Codes, Regulations and Policies

F. Requirement for possession and maintenance of appropriate credentials authorizing employment in the specified position

Ref: EC Sections 35014, 35035, 35161, 35291, 44660-44665, 44830-44850

Adopted:

DRAFT

VISALIA UNIFIED SCHOOL DISTRICT

BOARD POLICY

907.2

PROPOSED BOARD POLICY (New)	Management Team Employees, Transfer and/ or Reassignment of
FIRST READING: January 23, 1979	Submission Office: Personnel Services

Management Team Employees, Transfer and/or Reassignment of

A. Any Management Team employee shall possess the right to submit to the immediate supervisor a written request for transfer to any position for which the employee is qualified when such position becomes vacant, subject to the following conditions:

1. The request for voluntary transfer shall be related to the educational welfare of students and/or District operations
2. The request for voluntary transfer shall be supported by valid personal reasons
3. The request for voluntary transfer shall be submitted subsequent to one year of District service in a particular position

A request for transfer shall be submitted prior to March 1 to be effective for the following school year. Transfer requests shall remain valid for a period of six (6) months from the date received by the Personnel Office. A transfer request may be withdrawn by the employee at any time. The transfer request shall include the signatures of both the employee and the supervisor. Such signature shall, in no manner, be construed to imply approval by the supervisor.

The Superintendent shall be responsible for making the final decision regarding voluntary transfer of a Management Team employee.

B. As a means of facilitating orderly transition when Management Team employees are to be reassigned from one position/site to another, advance notice shall be given to individuals involved.

A Management Team employee may be transferred and/or reassigned to another position upon personal request and/or for any of the following reasons:

1. Program needs of the District as may be determined through sequential review by the supervisors and culminating in a decision by the Board of Education
2. Reduction in force as may be required to reduce the number of Management Team positions and in which an employee in a particular position to be terminated is reassigned to a position at a lower salary range in lieu of dismissal
3. Lack of funds as may be applied to District income for lawful reasons

A Management Team employee, whose reassignment will involve reduction of salary, shall be entitled to all of the following elements of due process:

1. Written explanation, upon written request, for the proposed reassignment
2. A conference, upon written request, with the Superintendent/designee
3. A Hearing before the Board of Education, upon written request, shall be conducted at which time the employee may be represented by counsel of his/her choice.

Ref: EC Sections 35035, 44422-44437, 44660, 44836-44837, 44892-44961, 45101, 45113, 45123, 72413
GC Sections 11503

Adopted: 194

DRAFT

VISALIA UNIFIED SCHOOL DISTRICT

BOARD POLICY

907.3

PROPOSED BOARD POLICY (New)	Management Team Employees, Demotion of and Appeals Made by
FIRST READING: January 23, 1979	Submission Office: Personnel Services

Management Team Employees, Demotion of and Appeals Made by

A. A Management Team employee may be demoted for cause pursuant to applicable provisions of the Education Code only if the most recent evaluation, conducted not more than sixty (60) days prior to action, has been unsatisfactory; or if there is sufficient documentation to verify that the employee has failed to comply with District requirements and/or professional ethics in accordance with the following criteria:

1. Work methods and competency required to carry out the job description duties
2. Work rules and regulations common to all Management Team positions
3. District Policy, administrative regulations and established procedures
4. Accomplishment of assigned organizational objectives
5. Commonly accepted professional and/or personal behavior

The elements of due process shall have been provided prior to action resulting in demotion of a Management Team employee. The employee shall be advised of and proposed action by the immediate supervisor and, upon written request, shall be provided written reason(s) for the action. Prior to action by the Board of Education on a proposed demotion, an employee shall, upon written request, be granted a Board Hearing.

B. It shall be the intent of the Board of Education to maintain an effective working environment conducive to the unity of the Management Team. Therefore, it shall be incumbent upon all Management Team employees involved in a complaint to make every possible effort to arrive at a reasonable, equitable and acceptable resolution through informal conferences initiated at the lowest administrative level in accordance with the following guidelines:

1. The right to appeal decisions or actions of the supervisor to the next higher administrative level, without prejudice, when the employee feels the complaint has not been resolved
2. The right to a conference, upon written request, with the Superintendent or designee to clarify or seek change or delay of the proposed action
3. A Hearing by the Board of Education with the right to be represented by legal counsel.

Ref: EC Sections 44422, 44426-44437, 44660, 44836-44837, 44892-44956, 44961
GC Sections 11503

195

Adopted:

DRAFT

VISALIA UNIFIED SCHOOL DISTRICT

BOARD POLICY

910.1

PROPOSED BOARD POLICY (New)	Management Team Employees, Compensation and Health/Welfare Benefits for
FIRST READING: January 23, 1979	Submission Office: Personnel Services

Management Team Employees, Compensation and Health/Welfare Benefits for

A. The compensation for Management Team employees shall be determined by applicable placement on the appropriate management salary schedule approved annually by the Board of Education upon recommendation of the Superintendent. The salary for positions compensated on the respective Management Salary Schedules shall be predicated on the following criteria:

1. The position classification shall be evaluated and allocated to the appropriate compensation range

2. Any recommendation for a general increase in the salary schedules shall be considered in relationship to stipulated compensation goals

   a. to place the District in an equitable position to attract qualified candidates and to retain competent, skilled and creative employees

   b. to enable the District to maintain annual per pupil costs comparable with other similar school districts and within the ability of the District to finance

   c. to ensure promotional opportunities are compensated in accordance with the level of duties, responsibilities, experiences and training required

Upon direction of the Superintendent, the Office of Personnel Services shall conduct salary surveys to gather data for comparable Management Team positions. Any Management Team employee may present appropriate salary recommendations through the Superintendent's Advisory Committee pursuant to the provisions of Administrative Regulation 208.1.01. When considered in the best interests of the District, the Superintendent may recommend Board approval of the salary for special positions or special placement of individuals on the schedule. Such special consideration shall be subject to annual review for subsequent recommendation by the Superintendent to the Board.

B. The District shall provide full-time Management Team employees and eligible dependents with fully-paid health, dental and vision insurance coverage as recommended and approved by the Board of Education after annual review. Supplemental welfare benefits, such as Life Insurance, Pension Plan and/or Extended Coverage of Health and Dental Insurance, to be provided Management Team employees, may be recommended by the Superintendent's Advisory Committee for subsequent submission to the Board of Education for approval.

The Superintendent or designee shall be responsible for development of administrative regulations to implement this Policy.

Ref: EC Sections 22148, 35014, 35161

Adopted:

BOARD POLICY

Modesto City Schools

Policy 6900.9
P. Personal Partial - Paid Leave

1. Eligibility: All members of the Management Team

2. Maximum Time Limit: Five working days in any school year

3. Compensation: Regular salary less the approved daily substitute rate

4. Provisions:
   a) Leave request shall be submitted through the immediate supervisor to the Director of Personnel.
   b) Such leave may be granted for personal business which can be performed only during school hours.
   c) Examples of exclusion from such leave are:
      1) Accompanying spouse on vacation
      2) Recreation

Policy 6900.10
Q. Personal Necessity Leave

1. Eligibility: All members of the Management Team

2. Maximum Time Limit: Six (6) working days per academic year.

3. Compensation: Full salary to the extent that accumulated sick leave is available. Otherwise, employees are not eligible for this leave.

4. Provisions: Up to six (6) accumulated sick leave days may be used by the employee for personal necessity with notification but without advance permission for the following reasons:

   a) Death or serious illness of a member of his immediate family. Serious illness is defined as a sickness that may be terminal.
   b) Accident involving the employee's person or property of a member of his immediate family (immediate family is defined in Bereavement Leave).
   c) Appearance in court under an official order as a litigant or witness.

Policy 6900.13
T. Personal Leave

1.	Eligibility:	All members of the Management Team
2.	Maximum Time Limit:	One academic year or remainder thereof.
3.	Compensation:	No salary
4.	Provisions:	a) Employees may request a leave of absence for personal reasons not to exceed one academic year or remainder of current year. b) Personal leave shall be for reasons not covered by other leaves and shall be in the best interest of the District. c) Requests for personal leave shall be submitted to the Personnel Office through the immediate supervisor.

BENEFITS FOR CONFIDENTIAL EMPLOYEES

San Jacinto Unified School District

Policy 4710

Intent

I. It shall be the intent of the District to provide work obligations, benefits, and compensation to confidential employees on a basis comparable to other districts with similar revenue limits within Riverside County.

II. This position recognizes that confidential employees have unique responsibilities relative to collective bargaining processes and are not a part of a negotiating unit.

Adopted - Board of Education - June 19, 1979

BENEFITS FOR MANAGEMENT EMPLOYEES

Policy 4321

Intent

I. It shall be the intent of the District to provide work obligations, benefits, and compensation to management employees on a basis comparable to other districts with similar revenue limits within Riverside County.

II. This position recognizes that managers are not a part of a negotiating unit.

Adopted - Board of Education - March 20, 1979

Benefits for Confidential Employees - Regulation 4710

I. Work Year

A. The work year for confidential employees shall be based on the calendar year (365 days), excluding Saturdays and Sundays, for 12-month employees; less an additional 22 days for 11-month employees; less an additional 44 days for 10-month employees.

B. The work year assignment, i.e., 12-month, 11-month, or 10-month, may be adjusted by mutual consent.

II. Compensation

A. The confidential employees' compensation plan for the San Jacinto Unified School District shall be based upon the establishment of the position of Superintendent's Secretary as a benchmark position with a prorated percentage thereof for all other confidential employee positions.

Current confidential employee positions are as follows:

Position	Responsibility Factor
Secretary to Superintendent	1.00
Middle School Secretary	.77
Personnel/Account Clerk	.66

Formula for Determining Compensation:

Benchmark Secretary to the Superintendent Daily Rate* X Work Year X Responsibility Factor X Step

*Daily Rate to be determined by dividing annual salary by number of days in Secretary to Superintendent's work year as defined in this policy.

Steps:

Step I	Step II	Step III	Step IV	Step V	Step VI
.82	.86	.89	.93	.96	1.00

B. The basis for the compensation plan for Superintendent's Secretary and the proration thereof for all other confidential employees' compensation shall be determined by comparability analysis of comparable unified school districts in Riverside County. The basis for comparability shall be a like or similar revenue limit.

C. The confidential employees' salary schedule and fringe benefit package shall be based on the average of the total compensation package paid in comparable districts.

In lieu of longevity increment and growth incentive stipends, confidential employees shall be granted annual increments in addition to their regular pay according to the following schedule:

1 - 5 years	$150 per year
6 - 10 years	350 per year
11 - 20 years	600 per year
21 years and more	800 per year

These increments as outlined above shall be effective July 1 each year.

D. The recommendation shall be submitted to the Board in sufficient time for January 1 implementation.

E. Full or part-time confidential employees shall advance to the next step on July 1 of each year until the maximum is reached.

III. Sick Leave

All Education Code sections pertaining to Sick Leave and such other additional benefits which may be prescribed by the governing board for classified personnel shall apply.

IV. Bereavement Leave

A leave of absence without loss of pay is authorized for three (3) days following the death in the immediate family of a confidential employee with an additional two (2) days when out of state travel or 250 one-way miles from San Jacinto is required. Members of the employee's immediate family are defined as mother, mother-in-law, stepmother, father, father-in-law, stepfather, husband, wife, son, stepson, son-in-law, daughter, stepdaughter, daughter-in-law, brother, sister, brother-in-law, sister-in-law, grandmother, grandfather, or grandchild of the employee, or any relative living in the immediate household of the employee.

V. Personal Necessity Leave

All Education Code sections pertaining to Personal Necessity Leave and such other reasons which may be prescribed by the governing board for classified personnel shall apply.

VI. State Compensation Insurance Fund Connected Leave

A. A confidential employee shall have served continuously in the District for a period of six (6) months before the employee is qualified under this policy.

B. Except for the provision above, all Education Code sections pertaining to occupational accident or illness shall apply.

VII. Vacation

A. A confidential employee shall earn vacation based on the average of the vacation allowances in comparable districts.

B. Confidential employees shall earn vacation as follows:

	10 Mos.	11 Mos.	12 Mos.
One year	11 days	12 days	13 days
Two years	12 "	13 "	14 "
Three years	13 "	14 "	15 "
Four years	14 "	15 "	16 "
Five years	15 "	16 "	17 "
Six years	16 "	17 "	18 "
Seven years	17 "	18 "	19 "
Eight years	18 "	19 "	20 "
Nine years or more	19 "	20 "	21 "

C. Each increased vacation allotment shall be earned starting in July upon the completion of the specified number of years as follows:

1. For those employed January 1 through June 30, the increase shall be granted on the following July 1.
2. For those employed July 1 through December 31, the increase shall be granted on the prior July 1.

D. A confidential employee who resigns or retires, and who has accumulated vacation days, shall be compen-

sated with the appropriate number of paid days off or at the daily rate for each accumulated day.

VIII. Holidays

A confidential employee will be granted the following holidays:

January	New Year's Day
February	Lincoln's Birthday & Washington's Birthday
May	Memorial Day
July 4	Independence Day
September	Labor Day & Admission Day (subject to legislative change)
November 11	Veteran's Day
November	Thanksgiving Day and the day following
December	Christmas Day

A confidential employee will be granted other holidays as may be designated by the Legislature and/or by the Board.

IX. Mileage Reimbursement

Confidential employees will be reimbursed for use of their own automobiles on District business when authorized by their supervisor at the rate of 16¢ per mile.

X. Special Provision, Confidential Status

Whenever a position ceases to be confidential, the person occupying that position shall lose any special benefit attached to that position because of its confidential status at the end of the fiscal year in which the change in status occurs.

Adopted - Board of Education - June 19, 1979

Benefits for Management Employees - Regulation 4321

I. Managerial Work Year

A. The work year for the following management personnel shall normally be as herein set forth:

202

Business Manager	227 days
Elementary School Principals	*214 "
Middle School Principal	**219 "
High School Principal	223 "
Assistant Principal, High School	213 "
Assistant Principal, Middle School	211 "
Director of Educational Services	210 "
Principal, Mt. View High School	205 "
Director of Maintenance & Operations	228 "
Transportation Foreman	228 "
Director of Food Services	202 "

*Elementary School Principals: 1979-80 will be 223 days
1980-81 will be 218 days

**Middle School Principal: 1979-80 will be 223 days

B. Work year may be adjusted by mutual consent.

C. Annual compensation is based on the appropriate daily rate multiplied by the contract days worked (work year).

D. If a manager is authorized by the Superintendent to work beyond the scheduled number of work days, he shall be compensated for these days or credited for the number of days worked up to a total of 10 days during the following year.

E. A manager who resigns or retires, and who has accumulated work days, shall be compensated with the appropriate number of paid days off or at the daily rate for each accumulated day.

II. Compensation

The management compensation plan for the San Jacinto Unified School District shall provide for annual salary review, based on objective criteria prior to December of each year.

1. The salary review shall be based on comparable positions in comparable unified school districts in Riverside County. The basis for comparability shall be a like or similar revenue limit.

2. A management salary schedule and fringe benefit package shall be based on the average of the total compensation package paid in comparable districts for comparable positions.

3. The recommendation shall be submitted to the Board in sufficient time for January 1 implementation.

III. Sick Leave

A. For every 19 work days, the manager shall earn one day of sick leave. Fractional sick leave days earned will be rounded to the nearest whole number of days. This leave may be accumulated indefinitely.

B. Except for the provision above, all Education Code sections concerning sick leave shall apply to managers.

Adopted - Board of Education - March 20, 1979

COMPLAINTS REGARDING MANAGEMENT PERSONNEL

Fresno Unified School District

Any person or group having a legitimate interest in the schools of this district shall have the right to present a complaint concerning a district management employee. At the same time, the Board of Education has a duty to protect its staff from unnecessary harassment. It is the desire of the Board to rectify any misunderstandings between the public and the school district by direct discussions of an informal type among the interested parties. When such informal meetings fail to resolve the differences, more formal procedures shall be employed. Any serious complaints reaching the Board, Board Members or the Administration shall be referred to the Superintendent.

A. Matters Regarding a Management Staff Member

First Level - If it is a matter specifically directed toward a management staff member, the matter must be addressed, initially, to the concerned staff member who shall discuss it promptly with the complainant, and make every effort to provide a reasonable explanation or take appropriate action within his/her authority, and district rules and regulations.

Second Level - If the matter cannot be satisfactorily resolved at the first level, it shall be discussed by complainant with the Assistant Superintendent for Personnel.

Third Level - If a satisfactory solution is not achieved by discussion with the Assistant Superintendent for Personnel, a written request for a conference shall be submitted to the Superintendent with a copy to the Board. This request should include:

1. The specific nature of the complaint and a brief statement of the fact giving rise to it.
2. The respect in which it is alleged that the complainant (or child of the complainant) has been affected adversely.
3. The action which the complainant wishes taken and the reasons why it is felt that such action be taken.

Should the matter be resolved in conference with the Superintendent, the Board and the staff member involved shall be advised of the resolution.

Fourth Level - Should the matter still not be resolved, or if it is one beyond the Superintendent's authority and requires a Board decision or action, the complainant shall request, in writing, a hearing by the Board.

B. Rights, Duties, and Privileges of the Complainant, Respondent and Other Parties to the Hearing

1. The hearing shall take place during an executive session of the Board of Education.
2. The complainant and respondent shall be notified of the time, date and place of hearing.
3. The complainant may be accompanied by his/her attorney or a representative of his/her choice and at his/her own expense.
4. The hearing shall be solely on the issue raised by the complainant and the response.
5. The technical rules of evidence in effect in the courts shall not be enforced, except that no decision shall be based solely on hearsay evidence.
6. Time limits for the presentation of the case for all parties shall be set by the Board. The complainant shall make his/her presentation first, followed by the respondent.
7. The respondent shall be entitled to copies of allegations made against him/her.
8. The decision of the Board of Education shall be final.
9. The complainant and respondent shall be notified of the Board's decision as soon as practicable.

PROCEDURES FOR MANAGEMENT SALARY SCHEDULE PLACEMENT

AND RELATED MATTERS

Riverside Unified School District

Experience Credit - A maximum of two years' experience at a level comparable to the position sought in the District will be recognized. This could result in initial placement on Step 3.

Doctor's Degree - $300 per year shall be added for a doctor's degree earned at an institution accredited by the Western Association of Schools and Colleges or an accrediting association deemed by the District to be of equal status to the Western Association.

Advancement on the Salary Schedule - Movement to higher steps on the managerial salary schedule shall be based on demonstrated competency. Step advancements are not automatically based on years of service. An individual shall advance a step only when performance has been evaluated as satisfactory or better.

Years of Service - A manager must serve fifty (50) percent of the work year in the contracted position in order for that year to be allowed as a year of service. Time spent on leave of absence, other than sick leave, shall not apply as time of service for salary placement.

Reclassification on the Management Salary Schedule - Any manager who is promoted, transferred, reassigned, or reclassified from one managerial position to another may be relocated on the management salary schedule at the starting date of the new assignment.

1. Upon moving to a higher salary category, the manager will be placed on the higher schedule at the same step as he or she would have had on the previous salary category.

2. Upon moving to a lower salary category, the manager will be placed at the beginning of the next contract on the lower category at the same step as he or she would have had on the higher assignment.

3. The Superintendent retains the right to adjust schedule placement of managers whenever he assigns or removes responsibilities to job assignment.

Multiple Year Contract (Optional) - If the performance of a manager is evaluated as satisfactory, then the manager may be offered a two-year contract which may be accepted or declined. If the manager accepts a two-year contract,

that person will be evaluated yearly; and as long as the ratings are satisfactory or above, the Board, with the consent of the manager, will maintain a two-year contract.

If the manager accepts a two-year contract, the agreement shall be entered with the understanding that both parties fully intend to fulfill the complete time commitment.

Contracts of managers with the word "Superintendent" in their title may deviate from the above by separate specific action of the Board of Education.

Special Service Increment - Special service salary increments of $500 each shall be granted to a manager at the beginning of the manager's eighth year and the beginning of the 15th year of service as a manager provided that:

1. The manager's employment in Riverside Unified School District as a manager has been continuous. (Leave shall neither constitute a break in service nor shall unpaid leave time be counted as service.)

2. The manager's evaluations for the five years immediately preceding the year in which the increment is granted indicate satisfactory or better than satisfactory performance.

If, at any time after receiving a special service increment, a manager receives an evaluation that indicates less than satisfactory performance, that manager shall lose his entitlement to all special service increment previously earned. The loss shall occur in the fiscal year following the year for which the evaluation indicated less than satisfactory performance. Reinstatement of the increment may occur in the next subsequent year by recommendation of the Superintendent. If a lapse of more than one year occurs, the individual loses previous experience credit.

To receive a special service increment, in addition to meeting the previous provisions, a manager must apply by letter to the Personnel Office. The letter must indicate the years of managerial service and the assignment title of the managerial position held by the applicant each year. The application letter must be presented to the Personnel Office after January 1 and before March 15 of the year before the year in which the increment is to be paid.

Proper and timely application is the responsibility of the applicant. Failure to make proper and timely application may cause the award of the special service increment to be delayed one year.

Managers who have previously earned the 25-year special service increment may retain that increment until they become eligible for the special service increment. At that time, the new increment replaces the former one. Managers who earned the 30-year special service increment may retain the additional $500 annual increment as part of their total annual salary until they become eligible for the 14-year increment. At that time, the 14-year increment replaces the 30-year increment.

Classified Manager Adjustment - Noncertificated members of the management team who have earned professional growth prior to 1976-77 will retain the professional growth increment as a part of their earned salary program.

Noncertificated management team members who have earned stability pay prior to 1975-76 will retain the stability pay increment until they become eligible for the seven-year management team special service increment. When such individuals become eligible for the seven-year special service increment, the stability pay increment is terminated.

Fringe Benefits

1. Fringe benefit "entitlement" of $1,100 per year.

2. Life insurance policy of $25,000 value.

Health Insurance for Retirees

As long as the regulations of the district's insurance carrier permit, the district shall pay one-party coverage for any manager who retires into the State Teacher or Public Employee retirement systems to age 65.

10/15/79

MANAGEMENT PERSONNEL

Cupertino Union School District 2210.1

Affirmative Action

The Board shall actively pursue equal opportunity employment, promotion and training for all management positions.

Recruitment of minority applicants shall be actively pursued to keep the district in line with state and federal affirmative action guidelines.

Title V - California Administrative Code
Policy Adopted

1. Records

The chief personnel officer shall be responsible for the development and maintenance of appropriate personnel records. Each management employee shall have an individual file which shall be secured in locked files in the Personnel Office.

A. The personnel records shall contain, among other items, the following information:

1) Pre-employment - Background information in regard to training, experience, references, credentials, military service, application form, and medical data.
2) Employment Record - Record of service within the District including work classification and assignments, contracts, transfer requests, leave requests, records of changes of status, compensation records, professional growth records, medical records obtained during employment, salary records and evaluation file.
3) Job Separation - Job separation information shall indicate whether termination was by resignation or dismissal, and shall include all relevant documentation.

B. All information in an employee's personnel file shall be open to the employee excepting information secured prior to employment.

C. The chief personnel officer shall have custody of management personnel files.

2. Access to Personnel Records

A. Management personnel records shall be open to the following persons:

1) The employee concerned
2) Superintendent
3) Associate Superintendents/Assistant Superintendents
4) Personnel office staff to that extent required in the performance of their duties
5) Board of Education during official personnel sessions
6) Supervisor to whom the employee reports
7) Proposed supervisor prior to anticipated transfer or reassignment
8) Legal representative of the staff member.

B. Management personnel records may be seen in the office of the chief personnel officer.

1) No material shall be removed from the individual personnel folder except for review and shall be returned to the folder immediately upon completion of review.
2) Original personnel records shall not be removed from the District Office, except by court order. Copies of personnel records may be removed from the District Office only as authorized by law.
3) Materials contained in the personnel file, except pre-employment records, may be copies by the employee.

Reference: EC 44031
Policy Adopted

Promotion 2213

It is the intent of the Board to provide school district management employees with the opportunities for advancement.

Policy Adopted

Demotion and Dismissal 2214

1. The Board may demote or dismiss management employees for specified reasons in accordance with provisions of the Education Code on the recommendation of the Superintendent.

   For the purposes of this policy, demotion shall be defined as reassignment to another position with less compensation and/or rank.

2. Action by the Board to demote or dismiss a management employee shall be preceded by an evaluation process that includes the following steps in due process:

   a) Pre and post conference with written evaluation.
   b) The right of the affected management employee to respond in writing within a limited period of time.
   c) A program of assistance to help correct any noted deficiencies.
   d) A probationary period in which to correct the deficiencies.

3. If, after complying with the above steps, the decision to demote or dismiss is made, the Board shall, by March 1st, for certificated employees, and 30 days for classified employees, provide the management employee a written statement of its intent to demote or dismiss.

4. The written statement shall also include the specific reasons for the demotion or dismissal action and the legal rights of the management employee in the proceedings. Upon request, the management employee has a right to a hearing before the Board. The hearing shall take place prior to final notice of demotion or dismissal being given.

Reference: EC 44422, 44426-27, 44660, 44836, 44837, 44932-56, 45101, 45113, 45123

Policy Adopted

Certificated Consultants 2216

Eligibility

1. Applicants for this plan must have a minimum of ten (10) years of consecutive service in the Cupertino Union School District and be currently employed in a certificated management position. A year of service is defined as actual employment for not less than 75% of the days required for his/her contract of employment.

2. Applicants shall have attained a minimum age of fifty-five (55).

3. The Superintendent shall review any new applicants who may be eligible under this plan and make appropriate recommendations to the Board.

Compensation

1. The annual compensation shall not exceed that amount permitted by law.

2. The Certificated Management Consultants shall remain eligible to participate in district fringe benefit programs so long as the consultant contributes the full amount of the premium.

Contract

1. In order to be eligible for a consultancy the employee must actually resign from the school district.

2. Persons participating in this plan shall be designated as consultants to the school district and as such are considered independent contractors who may perform like services for other businesses, agencies or school districts.

3. Consultants under this plan shall be guaranteed annually renewable contracts for services for five (5) years or to the end of the school year in which the retirant reaches 65 years of age, whichever comes first.

4. The annual term of consultant service and the general nature of such services will be mutually agreed upon by the participant and the Superintendent annually; however, the means and manner by which the services are provided are to be within the professional discretion of the consultant.

5. The consultant shall perform services which meet the needs of the district. The Superintendent reserves the right to revise the agreed upon services, when necessary, to meet the needs of the district.

6. Consultant services may include, but not be limited to the following:

   a) Consultant on program evaluation for the district
   b) Public Relations
   c) Consultant on Parent Advisory Committee
   d) Consultant to task forces
   e) Recruitment
   f) New staff orientation
   g) Development of in-service training
   h) Development and revision of policies
   i) Research
   j) Development of special education programs
   k) Grievance processing
   l) Fact-finding
   m) Administrator representative in grievances.

7. The contract may be terminated upon the mutual agreement of the consultant and the school district. The school district may terminate the contract should the consultant be incapacitated or otherwise unable to perform the agreed to services.

8. Applications for participation in this plan must be made through the Assistant Superintendent, Personnel, 180 calendar days prior to the effective date of retirement.

9. Revision or suspension of this plan will not modify the status of personnel entering the program prior to the effective date of such revision or suspension.

10. No sick leave or vacation credits earned in the former employee status shall be allowed under the terms of this plan.

Regulation Approved

1. General

The Board, upon the recommendation of the Superintendent, shall determine the number of management personnel needed in the school district.

The Board recognizes that conditions such as declining enrollment may necessitate the reduction of management services and the reassignment of management personnel.

The Board delegates to the Superintendent the responsibility of recommending those management positions and personnel scheduled for reduction.

2. Procedure

a) This policy is not a substitute for demotion/dismissal procedures. The Superintendent may, however, take into account the following factors before making recommendations for reduction of services: 1) the assessment of the relative effectiveness of each individual in the classification being reduced, 2) any other factors which should be considered to maintain the most effective management.

b) The Superintendent or designee shall give written notice to certificated management employees scheduled for reassignment, by March 1 of the school year in which the reassignment is to take place. Classified management employees shall be notified sixty days prior to the date of reassignment.

c) Upon receipt of the written notice of possible reassignment, the management employee has the right, upon request, to receive in writing reasons for the reassignment. Upon receipt of the reasons for reassignment, the management employee has the right to a hearing before the Board before final action is taken by the Board.

3. Reassignment

a) The certificated management employee reassigned as a classroom teacher will preserve seniority rights as a certificated employee as provided by the Education Code.

b) Classified management employees shall be given the opportunity, in lieu of layoff, to replace an employee with fewer years of seniority in a lower classification provided the employee has served in that classi-

cation previously and can meet the requirements for appointment.

c) Any management employee who is reassigned may be reassigned to any position for which the employee is credentialed, if appropriate, and is qualified.

d) The management employee assigned to a position in a lower management classification shall be placed at the new salary level of that lower classification which is nearest to but not more than his/her current salary.

e) A management employee reassigned to a position outside of the management team shall be given credit for all administrative service in placement on the appropriate salary schedule.

4. Reinstatement

A management employee who has been removed from his/her position because of reduction of services, shall have the right to reinstatement to management position openings that may occur during the first twenty-four months following reassignemnt, subject to the following conditions:

1) The Superintendent recommends reinstatement to the Board.
2) The position opening is at the same or lower management classification held at the time of reassignment.
3) The management employee accepts reinstatement within the time limits specified by the District.

Reference: EC 44893, 44955, 44956, 45114, 45117, 45298, 45308

Policy Adopted

PROBLEM RESOLUTION PROCEDURE

Merced City Elementary School District 2.52

Management Team

I. It is recognized that a procedure for the orderly, timely dispatch of problems between members of the management team is a key facet in the operation of an effective management team.

For the purpose of this policy, a problem is defined as an issue arising between one or more members of the man-

agement team regarding an interpretation of the following:

A. Board policy, rules or regulations.
B. Misapplication of employee rights or due process.
C. Administration regulation.

Nothing in this policy is intended to prevent the solution of a problem at the lowest level or application, nor should normal management team communications be hindered in any way.

When a management team member pursues an interpretation of a defined problem, the following procedure shall be initiated:

A. Phase One - Informal Review

1. The management team member shall request informal meetings with each member of the team in an increasing position of authority and shall request a solution to the problem. Meetings should be held with each management team member who is in a position to solve the problem.

Example:

Initiator < Vice Principal → Principal → Asst.Supt. → Supt.
Psychologist → Director → Asst.Supt. → Supt.

2. All persons that were parties to the informal procedure may be requested to present material discussed or disclosed in the informal procedure.

3. At the conclusion of Phase One, the following written statement shall be presented to the management team member requesting the Problem Resolution Procedure:

a) A statement of the problem
b) Action requested
c) Action taken
d) Supporting data

4. In the informal procedures, management team members shall respond to problem resolving procedures within 48 hours if so requested by the initiating party; time limits may be adjusted by mutual agreement.

5. Management team members shall act on their own behalf in the informal review procedure.

6. Failing resolution of the problem, the initiator may request a formal review procedure as follows:

B. Phase Two - Administrative Council - Ad Hoc Committee

1. The initiator may request a formal review by the administrative council within a five (5) day period. The request should be a written form addressed to the chairman of the administrative council.

2. An ad hoc committee shall be selected from among the members of the administrative council. The chairperson of the administrative council, unless he/she is a party to the problem, shall serve as chairman of the ad hoc committee.

3. One member of the administrative council shall be selected at random from a similar job description of the initiator.

4. One member of the administrative council shall be selected at random from a similar job description of the respondent.

5. Two administrative council members shall be selected at random from the remaining members of the council.

6. Within five (5) days after the close of the hearing, the chairperson of the Ad Hoc Committee shall write a summary of the proceedings with recommendations for resolution of the problem. Any findings and/or recommendations of the Ad Hoc Committee shall be advisory in nature.

Time limits may be adjusted by mutual consent.

C. Phase Three - Superintendent

1. Either party may appeal the administrative council review to the superintendent within five (5) days of the written review provided the superintendent is not a party to the dispute.

2. If the superintendent is a party to the dispute, then the initiator may request a Phase Four review.

3. When the superintendent is not a party to the dispute, he/she shall respond in written form within five (5) days of receipt of a written request for review.

4. Either party may request a board review within five (5) days following the initiator's receipt of the superintendent's review.

D. Phase Four - Board of Education

1. Either party may appeal the administrative council review to the board of education within five (5) days of receipt of the written review.

2. The board shall make a final determination of the problem.

3. All persons involved in the administrative council review shall appear as requested by the board. If new evidence is introduced, the board may return the problem to Phase Two.

4. Brown Act regulations shall apply to the resolution procedure.

5. Final disposition rests with the board of education.

II. Management team members shall be free of reprisals for initiating or participating in problem resolution procedures.

MANAGEMENT TEAM POLICIES

Ventura Unified School District

1. Recruitment, Selection and Assignment of Personnel

a) When a management vacancy occurs there will be a written announcement of the vacancy distributed to all personnel and one will be posted in each school. The announcement shall include job specifications with a description of the qualifications necessary, the duties of the position, salary placement, time line for application and selection.

b) The management policies will be subject to at least an annual review by an advisory committee composed of members from the management team. This committee shall be appointed by the superintendent or his representative with the concurrence of the members of the management team.

c) The duration of the appointment and other conditions affecting the position will be stated in writing to the employee.

d) Every reasonable effort will be made to follow the district's affirmative action policy in the recruitment, selection and assignment process.

2. Salary, Wages and Work Year

The salary schedule, other monetary compensations, as well as the length of the work year are considered to be part of the Board of Education policy.

a) Placement on the salary schedule will be related to professional preparation, job and related experience, time in the district, length of the work year, and degree of responsibility of the position. Management team personnel shall not receive less compensation than other employees holding the same job classification (confidential employees).
b) The present administrative work year schedule will remain in effect until the management team and the Board of Education establish a new schedule.
c) There will be compensation for days assigned beyond the regular work year, except where exempted by Education Code Provisions. The daily rate of compensation should be equal to that of the regular work day. If a lesser or more responsible position is held beyond the standard work year, the rate of pay would be commensurate with the position.
d) The management team will establish salary committees for the purpose of identifying salary-related problems and will be responsible for developing and presenting management salary recommendations to the Board of Education. An example of appropriate salary committees would be those of the Ventura Administrators Association and of the Ventura Classified Administrators Association.

. . . . . .

7. Leave of Absence

The present leave policies will remain in effect until the management team develops a new set of policies covering all types of leaves. A leave of absence is an authorized absence for a specific period of time and for an approved purpose. The individual has the right to return to the same or a higher classification at the conclusion of the leave. This does not imply the same location.

a) This policy shall apply tc all persons designated as part of the management team.
b) Salary - half regular pay.
c) Fringe benefits in effect such as dental service, eye care, medical.
d) Leaves for periods less than a full school year may be granted.

8. Demotion and Dismissal

Provisions of the Stull Act or merit system shall apply to all school districts in the state of California and shall precede any action of demotion or dismissal.

9. Rules Affecting Excess Personnel

With declining enrollments, it is necessary to formulate policies covering the procedures to be followed in the event that staff reductions become necessary.

a) When a reduction in the number of management positions becomes necessary, the following procedures will be followed.

1) When a reduction in the number of management positions becomes necessary, evaluation records as well as seniority will be used as a basis for selecting the person to be eliminated.
2) In the event a position is eliminated, the previous holder of the eliminated position will have the right to retreat to a position not previously held, providing he/she is qualified due to experience gained in the higher position, training, education or other experience.
3) In the event that a position is eliminated and later restored, the original holder of the position shall have the right to apply for the retored position and will receive first consideration. In the event that his application is denied, he shall be given a written record of the reasons for the denial.

10. Personal Rights

Policies shall be developed for the management team in the area of personal and legal rights in connection with employment.

Factors to be considered in developing policies should include the following.

The District, through the superintendent and his support staff, shall provide:

a) Assistance to management team members in assault and battery cases directly related to the performance of duties.

1) Proper channels for reporting.
2) Written notification of rights.
3) Assistance in defense. (This assistance is in-

tended to apply solely to the criminal aspect of any case arising from such assault and battery.)

b) Damage or destruction of property

1) Management team members shall not be held responsible for loss of school property or children's property when such a loss is not caused by negligence of the management team member. This does not exonerate the individual from responsibility for school property in his charge.

2) Management team members shall be reimbursed for loss, damage, or destruction, while on official duty on field assignments, of personal property (defined) when such loss results from force or violence reported to a law enforcement agency (to the extent that such loss is not covered by insurance).

c) Summons leading to disciplinary action and/or dismissal

1) Procedures should be developed regarding confidentiality and statement of reasons.

2) Management team members should have rights to representation, discovery and hearing. (Informal conferences, such as those between a district superintendent and management team member, or the office of personnel and management team member, for professional improvement shall not be construed to fall under this section.)

11. Community/Teacher Complaints or Charges Against Administrative Employees

Any serious charge or complaint concerning management personnel shall be reported immediately to the individual. Every effort will be made to resolve the charge or complaint at the lowest appropriate administrative level. In those cases where administrative resolution is not possible, and to ensure due process, the matter may be referred via the superintendent to the Board of Education or a committee thereof for a formal hearing.

a) In the event that a complaint cannot be resolved at the administrative level, the person shall have the right to request a hearing with the Board of Education in executive session or with the Personnel Commission.

b) The superintendent and/or his designee will inform the person involved in the complaint of his rights and options and will supply any and all pertinent information to the person being charged.

c) It shall be the duty of the Board of Education or its designee to inform the person against whom the charge or complaint has been filed of the judgment reached and the conditions, terms and actions that are to result from the judgment.

d) The superintendent or his designee will develop more comprehensive policies and procedures for processing complaints and charges against members of the management team.

6/1/76

PERSONNEL (CERTIFICATED) 4116

EVALUATION (MANAGEMENT AND NON-UNIT PERSONNEL)

Monterey Peninsula Unified School District

POLICY

A. The Superintendent shall be responsible for the development and administration of procedures for the evaluation of all certificated management and non-unit personnel. The resulting evaluations, based on performance, shall have primary importance in making personnel decisions.

PROCEDURE

B. Purpose of Evaluation. The primary purpose of the evaluation is to bring about continual improvement in the programs of the District through perpetual staff growth. It may also be used to determine re-employment.

C. Evaluation Responsibility. The Superintendent shall prepare annually a list of evaluators, indicating evaluations for which they are responsible. Such list shall be available to all certificated management and other non-unit personnel.

D. Evaluation Forms. To assist evaluators in their evaluations, and the employee in their self-appraisal, evaluation forms shall be provided by the District.

E. Management and Psychologist's Evaluation Conferences.

1. Evaluation conferences between management employees (and psychologists) and their immediate supervisor shall be scheduled a minimum of two times a year. The first conference shall be held prior to November 1. At this conference, the employee and his/her

immediate supervisor shall jointly agree upon objectives for the employee for the school year. At the second conference, the employee's performance shall be evaluated in relationship to the objectives and job description.

2. Advancement. Advancement on the salary schedule shall be contingent upon an overall evaluation of satisfactory or better.

F. Non-Unit Personnel (Adult School Teachers, Summer School Personnel, Home Teachers, Substitute Teachers)

1. Frequency of Evaluation. Evaluations shall be scheduled as follows:

a) Adult School Teachers - annually at the end of the school year.
b) Home Teachers - annually at the end of the school year.
c) Summer School Personnel - at the end of the summer school session.
d) Substitute Teachers - at the end of the first assignment in the district, after every fifth assignment, and at the end of every assignment consisting of five or more consecutive days at one school.

G. Although multiple viewpoints are encouraged in the evaluation process, a specific individual has supervisorial responsibility for the formal evaluation of each employee. These responsibilities are specified below:

POSITION	EVALUATOR	REVIEWER
Superintendent	Board of Education	---
Asst. Supt., Admin.	Superintendent	Board of Ed.
Asst. Supt., Inst.	Superintendent	Board of Ed.
Director of Personnel	Superintendent	Board of Ed.
Director of Program Plng.	Asst. Supt., Instr.	Superintendent
Director of Spec.Projects	Asst. Supt., Instr.	Superintendent
Director of Evaluation	Superintendent	Board of Ed.
Director of Adult Educ.	Asst. Supt., Admin.	Superintendent
Director of Special Ed.	Asst. Supt., Instr.	Superintendent
Director of Inst.Matls.	Asst. Supt., Instr.	Superintendent
Director, Child Welf.& Att.	Asst. Supt., Admin.	Superintendent
Director of Occ.& Voc.Ed.	Asst. Supt., Admin.	Superintendent
Math Consultant	Asst. Supt., Instr.	Superintendent
MGM Consultant	Asst. Supt., Instr.	Superintendent
Reading Consultants	Asst. Supt., Instr.	Superintendent
Instrumental Music Prog'r.	Asst. Supt., Instr.	Superintendent

POSITION	EVALUATOR	REVIEWER
Asst. Dir. Adult Ed.	Dir. Adult Ed.	Asst. Supts.
Secondary School Principal	Supt., Asst.Supts.	Board of Ed.
Secondary Asst. Principal	Principal	Asst. Supts.
Elementary School Principal	Supt., Asst.Supts.	Board of Ed.
Elementary Asst. Principal	Principal	Asst. Supts.
School Psychologist	*Dir. of Spec.Ed.	Asst.Supt.,Inst.
School Psychometrist	*Dir. of Spec.Ed.	Asst.Supt.,Inst.
Home Teachers	Dir. of Spec.Ed.	Asst.Supt.,Inst.
Head Teacher II Child.Ctr.	*Dir. of Spec.Proj.	Asst.Supt.,Inst.
District Librarian	Dir.of Inst.Matls.	Asst.Supt.,Inst.
Adult School Teachers	Dir. of Adult Ed.	Asst.Supt.,Admin.
Summer School Principal	Asst.Dir.,Adult Ed.	Dir. of Adult Ed.
Summer School Teacher	Summer School Bldg. Admin.	Asst.Dir.,Adult Ed.
Substitute Teacher	Building Admin.	Supt.,Asst.Supts.

*In consultation with the principal

10/17/77

BOARD POLICY

Chaffey Union High School District

2123.2

BENEFITS
Health and Welfare Benefits for Early Retirement

Premiums will be paid in full by the District for health insurance, a paid prescription plan, and a dental plan for employees who retire at 57 years of age and have completed 15 years of full-time service in the District. Eligible dependents will also be covered. Coverage will continue until the retiree qualifies for Medicare or reaches his/her 65th birthday. Premiums will be prorated for part-time employees who have completed 15 years service, based on per cent of time employed at the time of retirement. If a part-time employee has previously met the full-time service requirement of 15 years his/her premiums will be paid in full.

In the event of coverage by the same plan of a retiree whose spouse continues to be employed by the District, the retiree will remain on the employee's plan until he/she reaches qualifying age for Medicare. The retiree will have the option of returning to the District health plan as the subscriber in the event the spouse does not remain in the employment of the District or does not qualify for full coverage at retirement.

The District will pay one-half (½) the cost of health and welfare benefits between the ages of 55 and 57 years for those employees who have completed 15 years of service and elect early retirement, and will pay the full premium at age 57. Eligible dependents will be covered also.

2123.3

BENEFITS
Personal Property

The District shall provide for reimbursement of personal property used for and necessary to the fulfillment of the employee's responsibilities to the District when such property is lost, destroyed, or damaged by fire, burglary, or vandalism.

1. Such reimbursement shall not exceed $300 nor be less than $30.
2. Such reimbursement shall not be made if the loss or damage is due to the employee's negligence.
3. Reimbursement shall be made only when approval was given to the value agreed upon by the superintendent prior to the time the property was brought to the job.

2124.3

ABSENCES, LEAVES, VACATION
District Approved

No salary deduction will be made for an absence approved by the superintendent for the following:

1. Attendance at a professional meeting related to the employee's assignment.
2. Attendance at a meeting as a delegated representative of the school or district.
3. Participation in state or regional education committee work as a representative of the school or district.
4. Participation on an accreditation committee.
5. Attendance at a meeting or function in the interest of the District.

2124.7

ABSENCES, LEAVES, VACATION
Sabbatical Leave

I. Definition - Sabbatical leave is a leave of absence, at 50% of contract salary, not to exceed one year, to provide the opportunity to prepare for improved services to the District

II. Eligibility -

1. The employee must have rendered service to the District for seven consecutive years; five of which shall have been in a management position.
2. The employee must render two years of service to the District immediately following the completion of the sabbatical leave.

III. Purposes -

1. Formal Study - Applicants for sabbatical leave under this section will agree to undertake a minimum of 14 hours of undergraduate work or 10 hours of graduate work or the equivalent thereof, per semester.
2. Independent Study - An independent study leave is one during which the employee pursues a program of study, research, and/or experience. This program must be related to the present or prospective service of the employee and must be under the guidance of a sponsor authorized by the immediate supervisor and/or the administration. This program must be at least equivalent in effort and content to the required units for a formal study leave. A complete plan for such study must be approved and filed with the original application for leave.
3. A combination of the above, with the approval of the Board of Trustees.

It is understood that such leave is not granted as a reward for work already performed, but rather as an opportunity to prepare for improved service in the schools of the Chaffey Joint Union High School District.

IV. Application -

1. Application for sabbatical leave must be filed with the superintendent by December 15 for the following school year.
2. The application must include evidence of continuous service to the District, reasons for requesting leave, and the length of leave desired.
3. The superintendent shall give notice to the applicant whether the request is granted or rejected within 45 days after the due date for filing application.

V. Length of Leave -

Sabbatical leaves shall normally be granted for not less than one year. Consideration will be given, however, to leaves of less than one year if the application meets all other criteria and a qualified replacement for the applicant is available.

VI. Criteria for Sabbatical Leave -

In case more than one management employee applies for sabbatical leave during any one year, the granting of such leave shall be governed by:

1. Relative merits of reasons for requesting leave.
2. Whether leave has been taken previously.
3. Availability of a qualified substitute.

VII. Status Upon Returning from Sabbatical Leave -

At the expiration of a sabbatical leave, the management employee will be reinstated in the position held at the time the leave was granted unless notified of a change in assignment three months before returning from leave.

VIII. Report on Sabbatical Leave -

1. A written report shall be filed with the superintendent within thirty (30) days following return to active service. The report shall include the names of the institutions attended, courses pursued, credits received, experience gained, or the itinerary of travel, together with an appraisal of the professional value of the activities while on leave and the manner in which the knowledge and experience gained may be applied to the benefit of the District.
2. The report shall also include specific information of employment accepted and compensation received therefrom during the period of leave. Compensation received from any scholarship shall also be included.

   Upon approval by the Board of Trustees of such report, the requirement of the sabbatical leave will be considered to be fulfilled, assuming the employee completes the two years' service to the District. If leave requirements are not fulfilled, no compensation may be paid for such leave and any such compensation received must be refunded.

IX. Other Details of the Regulation -

The sabbatical leave regulation of this District shall be in accordance with the Education Code of the State of California, at all times.

2124.8

ABSENCES, LEAVES, VACATION
Personal Absence

Absences of management employees from duties for reasons not

provided for in excess of leaves provided for in these regulations will require a full salary deduction for each day of absence. Such absence must be approved in advance by the immediate supervisor.

2124.9

ABSENCES, LEAVES, VACATION
Form

Management employees shall submit an absence form to the personnel office for any absence of one-half day or more, except for those specified in 2124.3.

2124.10

ABSENCES, LEAVES, VACATION
Interruption of Vacation Leave

Permanent management employees may interrupt or terminate vacation leave in order to begin another type of paid leave without a return to active service, provided the employee supplies adequate notice and relevant supporting information regarding the basis for such interruption or termination.

Adequate notice requires notification at the time the change in leave classification is initiated. Relevant supporting information will be a written statement from the employee regarding the basis for interruption and, in addition, other supporting information as may be required.

Interruption of vacation leave because of illness will be authorized only if the illness requires the attention of a physician and will therefore require written verification by the physician.

2124.11

ABSENCES, LEAVES, VACATION
Accumulated Vacation

Effective January 1, 1978, management employees will not be paid for more than 22 days of accumulated vacation upon termination of employment in the District.

Effective June 30, 1979, vacation days may be accrued for one year, but all prior year accrued vacation time must be used by June 30 of the current school year.

2129

PROBLEM RESOLUTION

The Board of Trustees shall provide procedures through which

members of the Management Team may find equitable solutions to problems that may arise during the performance of a member's job responsibilities and duties.

2129.1

PROBLEM RESOLUTION
Procedures

Definitions -

A "problem" is defined as an allegation by a management employee that his/her rights have been adversely affected through decisions and actions of management superiors when the employee believes that there has been violation or misapplication of board rules, regulations, or policies.

A "day" is a day in which the central administrative office of the District is open for business.

The "immediate supervisor" is the lowest level management member having immediate jurisdiction over the employee.

Levels of Review -

Informal -

The management employee shall attempt to resolve a problem by an informal conference with his/her immediate supervisor.

Formal -

Level I

Within ten (10) days after the occurrence of the act or omission giving rise to the problem, the employee must present the problem in writing to the immediate supervisor.

This statement shall be a clear, concise statement concerning the circumstances involved, the decision rendered at the informal conference, and the specific remedy sought.

The supervisor shall communicate a decision to the employee in writing ten (10) days after receiving the problem statement. If the supervisor does not respond within the time limit, the employee may appeal to the next level.

Level II

In the event the problem is not satisfactorily resolved at Level I, the employee may appeal the decision on the appropriate form to the superintendent within ten (10) days.

The employee must provide a copy of the original problem statement, the decision rendered, and a clear, concise statement of the reasons for the appeal.

The superintendent shall communicate a decision within ten (10) days after receiving the appeal. Either the employee or the superintendent may request a personal conference within the above time limit. If the superintendent does not respond within the time limit, the employee may appeal to the next level.

Level III

In the event that either party is not satisfied with the recommendation of the superintendent, that party may appeal the decision in writing within ten (10) days to the Board of Trustees. The Board alone has the power to render a final and binding determination for resolution of the problem. The recommendation of the superintendent shall be only advisory and if, upon review of the written decision, the Board of Trustees determines that it is unable to render a final determination on the record, it may re-open the record for the taking of additional evidence.

Adopted 9/6/77

EVALUATION OF MANAGEMENT EMPLOYEES #4521

San Diego Unified School District

(Note: This is a portion of a 50-page handbook on the Management Team.)

A. PURPOSE AND SCOPE

1. To outline the administrative regulations and procedures for evaluating the performance of certificated and classified management employees.
2. Other employee evaluation procedures are covered as follows:

Regular contract certificated personnel (non-management)	#4520
Substitute and hourly certificated personnel	#4522
Classified employees (non-management)	#4530
Classified substitute employees	#4550

B. GENERAL

1. Suggestions and questions concerning this procedure should be directed to the originating office (see Section G).

2. Purposes of Evaluation. The personnel evaluation procedures of the district are intended to identify, reinforce, and improve (as needed) skills, attitudes, and abilities that result in the achievement of district and/or division goals and objectives. The evaluation plan shall:

   a) Establish a procedure by which long-range goals of the school district can be translated into goals for effective performance for individual management employees.
   b) Involve all management employees in the mutual planning of defined goals, objectives, and standards; encourage management employees to integrate their own professional goals and objectives with those of the school district by means of such mutual planning; encourage innovative and productive practices for achieving objectives.
   c) Establish a performance evaluation plan in which the standards or results by which individual accomplishment shall be assessed are determined prior to evaluation.
   d) Provide a procedure for the evaluation of management employees who are certificated instructional personnel that will be similar to the procedure for non-management certificated instructional personnel as set forth in Education Code 44660-65 (Stull Act).
   e) Provide a procedure for:
      1) Identifying and commending effective performance.
      2) Counseling and assisting management employees to improve performance.
      3) Documenting, appropriately, the basis for promotion, transfer, demotion, suspension or dismissal.

3. Definitions

   a) Management Employee: An employee designated by the Board of Education as having significant responsibilities for formulating district policies or administering district programs.

   b) Management by Objectives: A system of performance evaluation that focuses on the achievement of time-certain objectives and specifies the means by which the accomplishment can be known. This system places mutual responsibility on the evaluator and the evaluatee for establishing performance objectives based upon position responsibilities or organizational goals and objectives, and appraising progress toward them. To

be effective, the system requires a clear identification of objectives or desired results, the establishment of a realistic program for their achievement, and an evaluation of performance in terms of results achieved.

c) Performance Objective (job target): A statement of a desired or needed result to be achieved by a specified time; it presumes a change from a present condition to a target condition and normally specifies a desired improvement in results. Such a performance objective is sometimes referred to as a job target.

d) Qualitative Assessment Techniques: The measurement of the achievement of an objective by the judgment of one or more specified evaluators or resource persons.

e) Quantitative Assessment Techniques: The measurement of the achievement of an objective by setting specific numerical or other quantitative measures, including the development of a product.

f) Evaluator: Immediate supervisor of the person whose performance is being evaluated.

g) Evaluatee: Individual whose performance is being evaluated.

h) A Constraint: A condition that hinders the achievement of objectives.

i) For purposes of this procedure, certificated instructional personnel are defined as employees who are directly involved in the instructional program for students, either in a classroom, a school, a region, or a division. All other employees are defined as certificated or classified non-instructional personnel.

4. General Policies

a) The performance of each management employee shall be evaluated at least once each school year for probationary personnel and administrative interns, and at least every other year for personnel with permanent status. Evaluation is a regular, continuing process and may occur between scheduled periods, at the request of the evaluatee, the evaluator, or the evaluator's immediate supervisor, following a procedure that will be fair and equitable to the employee and will insure accountability for the accomplishment of district goals and objectives.

b) The performance evaluation policy for certificated employees, as set forth in the "Guidelines for the Evaluation of Certificated Personnel" adopted by the Board of Education on June 27, 1972, shall be followed, for both certificated and classified management employees, to the extent to which it is consistent with the Education Code provision that the competency of non-instructional personnel be evaluated in relation to the fulfillment of the specific job responsibilities prescribed for each individual position.

c) In the evaluation of certificated instructional management personnel, the following factors shall be considered to the extent applicable to the individual position: 1) The progress of students toward the established standards; 2) the performance of those non-instructional duties and responsibilities, including supervisory and advisory duties, as may be prescribed; and 3) the establishment and maintenance of a suitable learning environment within the scope of the employee's responsibilities.

d) In the evaluation of classified and certificated non-instructional management personnel the competency of each employee shall be assessed as it reasonably relates to the fulfillment of the assigned job responsibilities.

e) The following management skill factors shall be considered in the evaluation of all management personnel with relation to areas where performance is strongest and where performance can be strengthened, performance of assigned job responsibilities and accomplishment of organizational objectives:

1) Planning: Predetermining an appropriate and productive course of action.
2) Organizing: Arranging, structuring, and/or delegating tasks for effective accomplishment of objectives.
3) Staff Development: Developing competencies of employees supervised.
4) Direction: Bringing about purposeful action toward desired objectives.
5) Control: Ensuring progress toward objectives according to plan.
6) Communication: Ensuring understanding.
7) Decision-making: Analyzing problems and arriving at sound conclusions and appropriate judgments.
8) Leadership: Influencing people to accomplish desired goals and objectives.
9) Interpersonal Relations: Exhibiting positive relationships with staff, community members, and students when appropriate.

f) Multiple copies of a single form, "Management Evaluation Report," including the following elements, shall be used in the evaluation of management personnel:

1) Space for listing specific objectives, including assessment techniques and constraints, if any.
2) Comments on the accomplishment of each objective.
3) Areas where performance is strongest and where performance can be strengthened.
4) Specific plans for counseling and assistance to be provided when aspects of performance require strengthening.
5) A summary evaluation.
6) Comments by evaluator and evaluatee.

g) Management evaluations shall be recorded in writing on the prescribed form. The evaluation report must be signed by the evaluator and evaluatee and reviewed by the evaluator's immediate supervisor. A copy of the evaluation report shall be given to the employee not later than sixty calendar days before the end of the school year in which the evaluation takes place, and shall be discussed in a private conference between the employee and the evaluator before the end of the school year. The original of the evaluation report shall be placed in the employee's file in the Personnel Division.

C. FORMS USED AND AUXILIARY REFERENCES

1. Guidelines for the Evaluation of Certificated Personnel.
2. Performance Evaluation Manual for Certificated Staff.
3. Guidelines to Assist Evaluators in Improving the Evaluation and Supervisory Process for Certificated Personnel.
4. Management Evaluation Report, form available from the Personnel Administration Department.
5. San Diego City Schools Administrative Organization and Position Descriptions.
6. Procedure No. 4070, "Affirmative Action Program."
7. Performance Evaluation Manual for Management Employees (to be issued prior to 1977-78 school year).

D. PROCEDURE

1. Personnel Administration Department notifies division and department heads by September 1 of each year of management employees scheduled for evaluation during the school year, transmitting appropriate forms.
2. Division and department heads distribute evaluation forms to appropriate evaluators.

3. STEP 1

a) Evaluator requests evaluatee to prepare statement of specific objectives (job targets), including appropriate assessment techniques. May propose specific objectives for the evaluatee.
b) Evaluatee prepares statement of proposed objectives, including any constraints deemed to exist, following general instructions, as applicable, in "Performance Evaluation Manual for Management Employees." Where appropriate, at least one objective stated shall be related to the district's "Affirmative Action Policy and Procedure for Equal Employment Opportunity for Certificated and Classified Personnel." Submits to evaluator not later than October 15.
c) Evaluator and evaluatee discuss objectives and mutually agree to a specific evaluation plan within a reasonable time after evaluatee submits statement of proposed objectives. Any constraint on the attainment of a performance objective that, by mutual agreement, cannot be overcome by careful planning, reasonable effort, or reasonable skill, shall be considered valid reason to modify or eliminate the objective. After agreement is reached, the evaluation plan is recorded on the "Management Evaluation Report." Inability to reach agreement on the evaluation plan will be adjudicated by the evaluator's immediate supervisor following a conference of all three parties.
d) Evaluator monitors evaluatee's progress in meeting objectives according to predetermined assessment techniques; arranges for any assessment by others specified in the evaluation plan. When difficulty or failure in achieving performance objectives is noted, provides counseling and resource assistance.
e) Evaluatee contacts evaluator for advice and assistance as needed; may request modification of objectives as previous assumptions or conditions change.

4. STEPS 2 AND 3

Evaluator reviews degree of achievement of each specific objective (job target), reviews areas where performance is strongest and where performance can be strengthened, enters written comments as indicated, and completes summary evaluation. Transmits copy of evaluation report to evaluatee not later than sixty calendar days before the end of the school year. Schedules conference with evaluatee not later than April 30 for evaluatees whose performance is less than effective, and not later than June 15 for those whose

performance is effective.
NOTE: Conference concerning evaluation be combined with annual personnel conference provided under district Procedure No. 4075, "Management Employees, Recruitment, Selection, and Employment."

5. STEP 4

Evaluator, through observation and discussion with evaluatee with respect to objectives, develops plans to help the evaluatee strengthen his/her performance, listing actions to be taken, who is responsible for initiating the actions, and, where appropriate, the dates by which the action should be started and completed.

6. Evaluatee discusses evaluation with evaluator, adds comments on the form, and both sign final evaluation report.

7. Evaluator transmits all copies of management evaluation report to immediate supervisor for review and signature. Immediate supervisor may request supplementary data and evaluations if recommendation for reassignment or non-reemployment is made.

8. Immediate supervisor of evaluator transmits original of "Management Evaluation Report" to personnel administration director for filing in evaluatee's personnel file, and sends copies of completed form to evaluator and evaluatee.

9. Unscheduled evaluations may be requested by the evaluatee, the evaluator, or the evaluator's immediate supervisor. Such evaluations shall be conducted as outlined in sections D.3 through D.8 above.

E. REPORTS REQUIRED

As outlined in sections D.1 through D.9 above.

F. RECORD RETENTION AND DESTRUCTION

1. Original of "Management Evaluation Report" is retained permanently in employee's personnel file.
2. Evaluator's copy of "Management Evaluation Report" is retained in school or department files for the period during which the evaluator and evaluatee are associated.

G. ORIGINATING OFFICE

Personnel Administration Director

H. APPROVED BY: Superintendent; Assistant Superintendent, Personnel Division

MANAGEMENT EMPLOYEES, DEMOTION, REASSIGNMENT INVOLVING LOSS OF SALARY, SUSPENSION, DISMISSAL

San Diego Unified School District #4565

(Currently being studied for revision 3/80)

A. PURPOSE AND SCOPE

1. To outline the administrative regulations and procedures for the demotion, suspension, dismissal, and other changes in status of management employees.
2. Related procedures:

Leadership development program	#4405
Recruitment, selection, and assignment of management employees	#4075
Classification of Administrators Salary Schedule positions	#4562
Evaluation of administrators (certificated) (managerial and professional)	#4521
Appeals procedure for administrators	#4867

B. GENERAL

1. Suggestions or questions concerning this procedure should be directed to the originating office (see Section G).

2. Definitions

a) Management Employee: An employee designated by the Board of Education as having significant responsibilities for formulating district policies or administering district programs.

b) Certificated Management Employee: A management employee assigned to a position requiring certification qualifications.

c) Classified Management Employee: A management employee assigned to a position not requiring certification qualifications.

d) Assignment: A personnel action consummated by a Board of Education approved "Personnel Action Form" in which an individual is assigned to a specific budget code location, salary grade classification, percent of time (workday or workweek), and workyear.

e) Lateral Transfer: A change of assignment from one position to another of the same salary grade, in which there may be a change in duties, responsibilities, title, reporting relationships, and/or

location but no change in monthly or annual compensation. (Procedure No. 4075)

f) Reassignment involving Loss of Salary: A change of assignment, not based on employee performance, to a position at a lower salary grade, on the same or a different salary schedule, or to a reduced workyear or workweek.

g) Reclassification: A change in salary grade based upon a classification study without a change in assignment, involving either an increase or decrease in assigned responsibilities; the employee may continue to be designated a management employee or may be redesignated to other certificated or classified status. (Procedure No. 4562)

h) Demotion: An involuntary change of assignment, based on employee performance, to a position at a lower salary grade.

i) Promotion: A change of assignment to a position at a higher salary grade.

j) Suspension: An action taken to relieve an employee of his duties and responsibilities, on a temporary basis, in accordance with provisions of state law or the district's Merit System Rules.

k) Dismissal: An action terminating an employee's employment relationship with the district, in accordance with provisions of state law or the district's Merit System Rules.

3. General Policies

All management employees are entitled to these continuing elements of due process:

a) The provision of a specific and complete written description of the professional duties and responsibilities expected to be fulfilled.
b) The provision of a full and impartial evaluation of professional performance on a regular and continuing basis.
c) The provision of constructive counseling on a regular and continuing basis to upgrade performance.

4. Policies Pertaining to Reassignment Involving Loss of Salary - All Management Employees

a) A management employee may be reassigned to a

position involving loss of salary upon personal request or for any of the other following reasons:

1) Program needs of the district, as derived through a process involving sequential reviews by managers responsible for district programs, culminating in the superintendent's decision or recommendation to the Board of Education, as appropriate.
2) In lieu of reduction in force. This refers to those instances in which it becomes necessary to reduce the number of management positions in a particular job classification, and in which an incumbent in a position to be reduced is given a change of assignment to a position at a lower salary grade, or to a reduced workyear or workweek, in lieu of dismissal.

b) When making reassignments involving loss of salary the following criteria will be considered in selecting individuals to be reassigned:

1) District program needs and the expectations of the management employee.
2) Requirements of the affirmative action program, federal/state mandates, or court decisions.
3) Performance of those management employees within the zone of consideration, in terms of the full scope of the evaluation and supervision process (see B.6.a.(1)(a) through (g).) (The district's management performance evaluation plan is currently under review.)
4) Seniority among the several incumbents of a given specific job classification, other factors being equal.

c) A proposed reassignment involving loss of salary shall be reviewed and approved by the immediate supervisor of the management employee initiating the reassignment prior to its implementation.

d) A management employee whose reassignment involving loss of salary is proposed shall be entitled to the following elements of due process:

1) The furnishing upon request of the reason(s) for the proposed reassignment.
2) The provision of a fair and private conference upon request.
3) The right to be represented by a professional school administrators association or other counsel.

5. Other Policies - All Management Employees

a) Reclassification, refer to Procedure No. 4562.
b) Lateral Transfer, refer to Procedure No. 4075.

6. Policies - Certificated Management Employees

a) Demotion

1) A certificated management employee may be demoted only if the employee's most recent evaluation has been less than "effective," or if there is documentation verifying that the employee, in terms of the full scope of the evaluation and supervision process, has failed to comply with the district requirements with regard to:

(a) Competency, determined in accordance with Education Code sections 13485-13489.
(b) Position duties and responsibilities of the particular position.
(c) Work rules common to all positions similarly situated.
(d) District regulations and procedures.
(e) Work methods common to the position class.
(f) Accomplishment of assigned organizational objectives.
(g) Commonly acceptable behavior for an employee in the job field.

2) A proposed demotion shall be reviewed and approved by the immediate supervisor of the management employee initiating the demotion prior to its implementation.

3) A certificated management employee whose demotion is proposed shall be entitled to the following elements of due process:

(a) The furnishing upon request of the reason(s) for the proposed demotion.
(b) The provision of a fair and private conference upon request.
(c) The right to be represented by a professional school administrators association or other counsel.
(d) The right to appeal the proposed demotion in accordance with Procedure No. 4867.

b) Suspension, refer to Education Code sections 12953-12958, 13408-13411, 13439.
c) Dismissal, refer to Education Code sections 12952-12958, 13313, 13327, 13338, 13403-13411, 13412-13452.

7. Policies - Classified Management Employees - For suspension, demotion and dismissal, refer to Merit System Rules.

C. FORMS USED AND AUXILIARY REFERENCES

D. PROCEDURE

1. All Management Employees

a) Reassignment Involving Loss of Salary

1) The continuing elements of due process contained in Section B.3. must have been provided prior to consideration of reassignment involving loss of salary of a management employee.
2) Whenever the reassignment involving loss of salary of a management employee is being considered, the proposed action first shall be reviewed and approved by the immediate supervisor of the individual initiating the reassignment.
3) The employee then shall be advised of the proposed action by his/her immediate supervisor and, upon request, shall be furnished with the reason(s) for the action.
4) Prior to formal action by the Board of Education on the proposed reassignment, the employee, upon request, shall be provided with an opportunity for a private conference with the appropriate division or department head.
5) Appeals from the conference provided by D.1.a.(4) may be instituted in accordance with Procedure No. 4867.

b) Reclassification, refer to Procedure No. 4562.
c) Lateral Transfer, refer to Procedure No. 4075.

2. Certificated Management Employees

a) Demotion

1) The continuing elements of due process contained in Section B.3. must have been provided prior to consideration of demotion of a certificated management employee.
2) Whenever the demotion of a certificated management employee is being considered, the proposed action first shall be reviewed and approved by the immediate supervisor of the individual initiating the demotion.
3) The employee then shall be advised of the proposed action by his/her immediate supervisor and, upon request, shall be furnished with the reason(s) for the action.

4) Prior to formal action by the Board of Education on the proposed demotion, the employee, upon request, shall be provided with an opportunity for a private conference with the appropriate division or department head.

5) Appeals from the conference provided by D.2.a.(4) may be instituted in accordance with Procedure No. 4867.

b) Suspension, refer to Section B.6.b. of this procedure.

c) Dismissal, refer to Section B.6.c. of this procedure.

3. Classified Management Employees

For suspensions, demotions, and dismissals, refer to Merit System Rules.

E. REPORTS REQUIRED

F. RECORD RETENTION OR DESTRUCTION

G. ORIGINATING OFFICE

Personnel Operations Department

H. APPROVED BY: Superintendent; Assistant Superintendent, Personnel Division

RETIREMENT: MANAGEMENT AND NON-UNIT PERSONNEL

Monterey Peninsula Unified School District

POLICY 4117.3

A. Retirement - The Superintendent shall establish procedures for retirement of certificated personnel which are consistent with the provisions of the Education Code.

PROCEDURE

B. Notification - Any certificated person who plans to retire at close of the school year shall notify the Department of Personnel on or before April 30 of that year.

C. Recognition - Any certificated person who retires after a career in education, and who is not leaving the district to accept full-time employment in another occupation, may

be entitled to retirement recognition. The school district shall recognize retirees annually.

D. Early Retirement - Employees may retire early and may choose one of the following early retirement programs:

1. Consultancy - The Board of Trustees may contract with retired management and non-unit employees under the age of sixty-five (65) to furnish special services and advice in financial, economic, accounting, engineering, or administrative matters. Any person retained to furnish such services, hereinafter called a consultant, shall meet the following requirements:

   a) He/she is specially trained, experienced, and competent to render special services.
   b) The special services to be furnished by him/her are not available from public sources.
   c) He/she was a full-time management or non-unit employee of the district for the ten (10) years immediately preceding his/her resignation and retirement.
   d) He/she is at least fifty-five (55) years of age.

      (1) Services - An early retirant so retained shall furnish thirty (30) days a year of special services and advice including, but not limited to, the following:

         (a) Demonstration teaching
         (b) Preparing staff development and in-service programs
         (c) Assisting with testing programs
         (d) Compiling and analyzing test data
         (e) Orienting and assisting new teachers
         (f) Designing and producing programs
         (g) Preparing or updating curriculum guides
         (h) Updating and revising school district publications
         (i) Developing or updating instructional materials

      (2) Compensation - The district shall pay to the Consultant $4,500.00 per year. The daily rate of pay shall be at one hundred and fifty dollars ($150.00) per day.

      (3) Term - The term of any agreement for special services and advice under this procedure may not exceed five (5) years. Any agreement with an early retirant for the furnishing of special services and advice shall be terminated automatically at the end of the fiscal year in

which the early retirant reaches the age of sixty-five (65) or upon the reemployment of the early retirant in a position requiring certification qualifications other than as a substitute teacher on a day to day basis.

(4) Health and Welfare Benefits - An early retirant may continue in force and effect at his/her own expense, the health and welfare insurance policies previously held by him/her as an employee of the district during the term of his/her agreement to furnish special services and advice. This is contingent upon the willingness of the insurance carriers to provide such coverage.

(5) Expenses - An early retirant shall bear and be solely responsible for payment of all expenses including, but not limited to, travel expenses and clerical costs incurred by him/her in connection with performance of his/her agreement to furnish special services and advice.

2. Medical Benefits for Retiree - Employees may retire with medical benefits paid by the District (in lieu of the consultancy program) under the following conditions:

a) Retiree shall be 55 years of age prior to retirement.
b) Retirant shall have been an employee of the District for a period of at least ten years immediately prior to retirement.
c) The District shall pay for the medical benefits of the retirant only at the rate that is in effect at the time of retiring. The retirant may continue in the program by paying any increase in cost and may also include dependents at his/her own expense.
d) Benefits shall be discontinued upon retirant reaching 65 years of age or whenever retirant becomes eligible for Medicare, whichever is earlier.

E. Part Time Employment With Full Time Retirement Credit

1. Qualifications - Certificated management and non-unit employees on the high school principal's schedule or lower, who are members of S.T.R.S. may be granted permission by the Board of Education to reduce their work load from full-time to one-half

time and maintain full-time status for retirement purposes provided a viable position and function is available if they meet the following requirements:

a) Reach the age of 55 prior to the reduction in work load and are not older than 65. Member in the program who reaches the age of 65 during the school year may continue through that year.
b) Be employed in a certificated position in the district for at least ten years, of which the five years immediately preceding participation in this program consisted of full-time employment.

2. Limitations

a) Individual participation in the program is limited to a period of five (5) years.
b) The number of participants shall be at the discretion of the Board of Education.
c) The option of half-time employment may be exercised only at the request of the employee and can be revoked only under unusual circumstances and with the mutual consent of the employer and employee.
d) The agreement or contract for one-half time service shall be executed by the member and employer in writing, prior to the period of reduced service, at the beginning of the school year or before the beginning of the second half of the school year.
e) At the end of the five (5) year period or age sixty-five (65), whichever occurs first, the participant agrees to retire. At his/her option he/she may apply to enter into the District Early Retirement Program.

3. Participation

Participation in this program does not preclude an employee from participating in the District's early retirement program; however, concurrent participation is not permitted. An employee who is interested in participating in the reduced work program shall notify the Personnel Office no later than March 15. The Personnel Office shall schedule a meeting with each employee on or before April 30 to discuss a mutually agreeable assignment for the employee.

4. Salary

The employee's half-time salary shall be one-half the employee's salary had he/she remained a full-time em-

ployee. Employees participating in the program shall advance on the salary schedule in the same manner had they been working full-time.

5. Benefits

The participating employee's fringe benefits shall remain the same as received by a full-time employee. For example, the employee shall be granted full-day sick leave credits even though working one-half time and shall be deducted a full-day sick leave for any one-half day sick leave absence.

6. Retirement

Participating employees and the District shall contribute to S.T.R.S. as if the employees were full-time.

F. Continued Employment Beyond 65 Years of Age

A permanent or probationary employee who reaches 65 years of age on or before June 30 of the current school year loses his/her permanent or probationary status at the end of that year but may be continued in employment for the following school year under the terms and conditions of this procedure.

1. Employees who reach age 65 on or before June 30 and desire to continue in employment for the following school year shall, no later than January 15, submit a written request to the Superintendent for continued employment on the form provided entitled "Certification of Competency." Such request must be renewed each year the employee desires to continue in employment. Failure to submit such request by the date specified here shall result in the employee's termination at the end of the school year in which the request could have been made.

2. Upon receipt of a request for continued employment, the Superintendent or his/her designee shall determine whether the employee is competent to continue in employment for the following school year. That determination shall be based upon, but not limited to, the following factors:

   a) The ability of the employee to meet the requirements of the position held.
   b) The quality and quantity of his/her work.
   c) His/her effectiveness in performing his/her work assignment.
   d) The record of the employee, including the number, frequency and duration of absences,

sick leave and other leaves of absence.

e) The employee's attitude, work habits, relationship with other employees and dependability, and

f) The employee's state of health in relation to his/her expected assignment.

3. The district shall require that the employee undergo a physical or mental examination or both to determine his/her fitness. Failure to undergo such examination shall constitute cause for denial of the employee's request. The examination shall be at district expense and conducted by a physician appointed by the district or by the employee's own physician if permitted in the discretion of the Superintendent or his/her designee.

4. No later than March 1 the Superintendent shall recommend to the governing board whether the employee shall be certified as competent and offered a contract for the ensuing school year. The employee shall be notified in writing at the same time whether the employee has been certified for continued employment. A copy of the Superintendent's recommendation to the Board will suffice for this purpose; however, if the Superintendent recommends that the employee should not be continued in employment, he/she shall state the reasons for the denial and inform the employee that he/she may, within 10 days, request a hearing before the governing board.

5. The hearing shall commence within 30 days of the receipt of the request. The district shall first present its case and has the burden of proof. The employee may submit reasonable and relevant evidence in his/her defense and in support of his/her position. The determination of the Board shall be final.

6. In any case where certification is granted by the Board, the employee may be terminated during the course of the school year if he/she fails to meet the requirements for the position held.

7. Requests for continued employment must be renewed, as indicated in 2 above, each year if the employee desires to continue in employment. The same terms and conditions concerning the initial request shall apply.

8. If certification for continued employment is granted by the Board, the Superintendent shall certify the employee's competence by endorsing the employee's request on the district's "Certification of Competency" form and forwarding the certification in duplicate to the Monterey County Superintendent of Schools.

CONFIDENTIAL EMPLOYEES

The policies for management and confidential employees are identical or similar in many districts. Some variations are as follows: (In no sense is this list meant to be all-inclusive.)

San Jose Unified School District - No separate policies but confidential employees receive one week's vacation more than classified personnel.

San Bernardino City Unified School District - Same benefits as those members of the bargaining unit plus 2 percent additional salary and included in activities of the management team.

Dos Palos Joint Union School District - Pay professional dues for confidential and management employees.

Escondido Union School District - Have a fifteen-page Confidential Employee Policy Handbook.

Laguna Salada Union School District - Have an eleven-page set of policies for confidential employees.

Fountain Valley Elementary School District - Have a thirty-three page set of policies for confidential employees.